



## ROADMAP



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### ROADMAP OVERVIEW

Teams and individuals using this guide must hold a 2013-14 Team Number. The Destination Imagination Team Number is a license to compete in sanctioned tournaments and/or to use the Destination Imagination Team Challenges and materials for educational purposes within your school or organization.

The contents of the 2013-14 Team Challenges and this Guide are copyrighted. Team members, individuals and member organizations who use these materials are liable for all legal obligations, and agree to abide by all rules of competition, safety and provisions stated within this Guide and the 2013-14 Team Challenges.

### WHAT'S INCLUDED

- 16 sessions that help Team Managers navigate their team to a tournament
- A wide range of tournament-style Instant Challenges for teams to practice with
- Activities and tools to help teams create and direct their Challenge solutions
- Tips on team development and management for Team Managers
- A resource aimed at helping teams get the most out of being a Destination Imagination participant

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Congratulations! You have learned and experienced the creative process from imagination to innovation.

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## ABOUT ROADMAP

Roadmap is a guidebook to help you manage your team from its first session all the way to a tournament. You are not required to use this resource; however, it is designed to help you teach the creative process to the team. As a Team Manager, you are essentially the team's tour guide: you will facilitate, organize and position the team to gain the most from its time in the program. Try to read each session ahead of time. We have included a to-do list at the beginning of each session, and pages that need to be printed for each session are marked with a printer icon. We have also included a full shopping list for all of the listed activities.

Please remember that the process is more important than any tangible item the team may create: the journey is more important than the end result. Over the course of the season, your team may experience moments of laughter, struggle, brilliance, failure and success. You will have the opportunity to share those moments with your team, but ultimately the sum of those moments is the team's alone.

As a Team Manager, you should understand that Destination Imagination participants must experience the program in their own way. You are there to help the team acquire skills they may not currently have. For example, team members may need help understanding a math concept or how to use a drill. By stepping aside and refraining from Interference, you will give your team members the opportunity to take ownership of their Challenge solutions. That ownership is a vital element of the Destination Imagination journey. It allows participants to learn lifelong lessons through experience, which will affect each participant in an individual, memorable and meaningful way. Roadmap only details scheduled team sessions, and much of the team's progress will take place when the team works on its own. If your team is capable of doing so, encourage the team members to meet without you as soon as they are comfortable. As you near the tournament season, the team will need more time than you may be able to give. By encouraging autonomy early on, you will help the team understand it is not dependent on you. (Keep in mind this may not be an option for younger teams.)

We are grateful for the time and effort that you are volunteering, and the children on your team will be forever thankful that you have given them the opportunity to learn and experience the creative process from imagination to innovation.

Please submit feedback along your journey to [roadmap@dihq.org](mailto:roadmap@dihq.org)! We are excited to know what you think, and also how you think this resource could be improved.

# HOW TO USE THIS BOOK


**A Print Icon**  
We have placed the print icon at the top of pages to print before each team session. Refer to the appropriate "Things To Do Before Your Session" page for how many copies you'll need.

**B Progress Icon**  
The progress icon provides a visual representation of your progress through Roadmap.

**C Activity**  
Number and title of the current activity.

**D Notes**  
The note icon accompanies messages to the Team Manager or team. You're encouraged to take your own notes in the areas under these icons.

**E Processing Questions**  
Many activities throughout Roadmap are accompanied by a series of processing questions. Each question is designed to allow the team to reflect and incorporate their new knowledge into future activities.



**A**

stage 1 2 3 4 5 6 7 8 9 10

session 1 2 3 4 5 6 7 8 9 10

**B**

**ACTIVITY: 3**

**PAPER TOWER**

**Challenge**  
Your TASK is to build a freestanding structure that is as tall as possible and is made only of paper.

**Time**  
You will have up to 2 minutes to discuss strategy, and up to 6 minutes to build your structure.

**Procedure**  
Part One (2 minutes): Discuss strategy.  
Part Two (6 minutes):

- Using only the paper given, build a tower on the floor that is as high as possible.
- You should also try to use the paper in different and creative ways in your tower.
- You may measure the height of the tower at any time, and the tower must be stable for long enough to be measured.

**Materials**  
20 sheets of paper

**Scoring**

- A. 3 points for each full inch of height of your tower.
- B. Up to 20 points for how creatively you use the materials.
- C. Up to 20 points for how well your team works together.

**Notes**  
How did the team do? Use this space to make some notes to read later, so the team can track its progress.

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**Processing Questions**

- Did all team members contribute to creating the tower?
- How did each person contribute differently?





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# THE CREATIVE PROCESS

Our goal at Destination Imagination (DI) is to give students the chance to learn and experience the creative process from imagination to innovation. The creative process is about thinking and doing in no prescribed order. Some people “do” first and then think about what they have done, while others think first and then initiate action. The following are the components of the creative process that our participants experience while solving our Challenges.

## **Recognize (Stage One)**

### **Becoming aware of a challenge, problem, or opportunity**

- Having a healthy state of mind to explore new opportunities: positive attitude, readiness and alertness
- Fully understanding all the issues or points of the challenge or problem

## **Imagine (Stage Two)**

### **Applying thinking skills to develop options**

- Employing divergent and convergent thinking
- Using creativity and critical thinking tools to help create ideas and then to find the best ones
- Being positive and listening to all ideas before judging them
- Encouraging intuitive insight and novelty
- Maximizing the ability to work within or outside of structure

## **Initiate (Stage Three)**

### **Initiating behavior and committing to an option**

- Being willing to take risks; go beyond the minimum
- Controlling behavior (self-regulation) to manage impulsiveness

## **Collaborate (Stage Three)**

### **Using social intelligence**

- Collaborating; understanding and using different problem-solving styles

## **Assess (Stage Four)**

### **Achieving the best solution**

- Assessing the project while it is being done and after it is finished
- Sometimes starting over or admitting failure
- Making improvements to solutions as you learn more

## **Evaluate (Stage Five)**

### **Evaluating results**

- Celebrate the journey from imagination to application
- Reflecting on the experience, resources, and team dynamics
- Having team solutions appraised by tournament officials

# THE CREATIVE PROCESS

## CREATIVE THINKING

### The Process Of Developing Ideas And Options To Solve The Challenge

There are five goals for which your team should strive when it is creating ideas:

- **Fluency** is the ability to create as many options as possible.
- **Flexibility** is categorizing ideas, objects and learning from different categories (such as materials, functions or features) and thinking about them in diverse ways.
- **Originality** is creating novel options that are often clever (such as an unusual combination of two objects or ingenious word play).
- **Learn** to use idea-creation tools.
- **Elaboration\*\*** is expanding or stretching an option or idea that builds on the previous thought. (such as listening to others and adding on to their ideas), or creating some detailed options.

\*\*as discussed in Rick Wormeli's **Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom**

When you utilize idea-creation tools, keep these basic guidelines in mind:

- **Remain Open.** Nothing smothers the free flow of ideas like a sharp critical remark or harsh laughter from another person. To encourage the flow of ideas, make sure no judgmental attitudes are present that make a team member become more concerned with defending ideas rather than creating them. This also counts for self-judgment. Don't stifle your own ideas.
- **State and document all ideas.** It is easier to tone down an idea than to think one up. Encouraging wild or silly ideas encourages team members to be imaginative. Placing a premium on that which initially appears far out encourages team members to expand their thinking.
- **Volume counts.** If there are a large number of ideas to be considered, the chance of finding a really good idea is greater.
- **Hitchhike on the ideas of others.** Creative people can learn to be good listeners. Most of us have built on others' ideas or been reminded of something upon hearing an idea from someone else.

## CRITICAL THINKING

### The Process Of Selecting An Option

When the team has created lots of ideas, it will need to begin to sort through them and decide which ideas merit a closer look. Idea directing involves examining possibilities carefully, fairly and constructively. Teams should then direct their thoughts and actions by:

- Organizing and analyzing possibilities,
- Refining and developing promising possibilities,
- Ranking or prioritizing options
- Choosing or deciding on certain options, and
- Using idea-directing tools to aid in the option selection process.

When you use idea-directing tools, follow these basic guidelines:

- **Stay positive.** Don't confuse criticism and critical thinking. Critical thinking should be directed toward guiding beliefs and actions, not just toward attacking ideas or pointing out what's wrong with them.
- **Be thoughtful.** Critical analysis is not just a matter of settling on an idea or course of action as a matter of whim. Knowing and using strategies helps teams direct on options and goals, and also helps prevent conflict.
- **Consider uniqueness.** Direct your ideas into possibilities that provide new and better ways to proceed or move forward.
- **Stay on the path.** It is much easier to direct your critical thinking in productive ways if the goals and objectives are clear. Test progress by asking, "Are we moving closer toward where we want to be? Will these ideas help us move in a positive, constructive direction?"

# THE IMPORTANCE OF THE PROCESS

Before you begin working with your team, it is very important to understand four important things about managing a Destination Imagination team:

1. **Destination Imagination is a process program** that uses inquiry-guided learning principals to foster creative and critical thinking; encourages teamwork, collaboration and leadership skills; teaches problem solving methods and tools; and honors and develops the individual interests, skills and abilities of all participants. Sometimes Team Managers worry a lot about the tournament and forget to see the important strides that their team members are making on their way to the tournament.
2. **The Team Manager's role is to act as a facilitator throughout the process.** Team Managers can encourage teams to solve their own problems by asking lots and lots of open-ended questions. For example, if a team member asks, "Why won't this gear turn properly?" the Team Manager might answer with, "What are some reasons you can think of that could be keeping it from turning properly?"
3. **Teamwork can be a tricky business.** Every team follows its own progression as it learns to work together, and every step of the progression is necessary. Be aware that some of these steps include conflict and conflict resolution, which are often integral parts of a team's development.
4. **Learning can be fun and rewarding to student teams.**

## DI UNIVERSITY

DI University is a new and useful professional development resource that is available exclusively for Destination Imagination volunteers. Currently, it houses important online training modules for "Rules of the Road" and "Being a DI Team Manager." Additional modules will continue to be added over time. Each module is designed with a one-to-many approach to allow consistency across the DI family, as well as help to establish program standards. Although these online offerings are not designed to replace face-to-face training, they serve as a great knowledge base for anyone getting started.

As a Team Manager, DI invites you to take advantage of this unique opportunity to learn more about the Destination Imagination program. DI University is free and can be accessed at [diuniversity.org](http://diuniversity.org).

# TEAM DEVELOPMENT

In 1965, educational psychologist Bruce Tuckman published a well-known and elegant framework for describing the stages of group development. This framework names the patterns of behavior we almost always observe when individuals form groups with interdependencies. First is the forming stage, followed by the storming, norming, performing and adjourning stages.

It's important to note that these stages overlap somewhat and teams can move back and forth as circumstances affect their development. Some teams may get stuck at any one of the stages, and need a defining event to push them into the next stage.

## Forming Stage

Characterized by reserve and politeness; team members are often on their best behavior. This is not a time for making important decisions or expecting team members to be open or direct in their communication. DI teams in the forming stage may be very quiet (It's too scary to say anything) or very silly (I'll laugh at everything you do to show you that I care about you). Team members are dealing with issues of inclusion.

## Storming Stage

Characterized by competitiveness among team members that expresses itself as arguments, digging in one's heels, or wanting credit and attention from the team. DI teams in the storming stage are often loud, interrupt each other and talk more about "I" and "me" rather than "we."

## Norming Stage

Characterized by patterns of interactions and the ability to reach quick agreements. The team operates according to working agreements (could be explicit or implicit), roles have been defined; some major challenges not previously encountered may send the team back to the storming stage. DI teams in the norming stage generally accept each other and have learned how to work together and get themselves unstuck, though they are still fairly dependent on the Team Manager to direct their activities and set the agenda. Team members are dealing with issues of openness.

## Performing Stage

Characterized by an emerging team identity. Team members willingly sacrifice in order to contribute to team success. The Team Manager moves into more of a support role. Team members are direct and open with each other on behalf of the team's goals and working agreements. DI teams in the Performing Stage take initiative to divide up work, stay in contact with each other between formal team meetings, and stay directed at meetings; generally accomplishing a lot of work.

## Adjourning Stage

Characterized by concluding the team's time together. This stage usually takes place after the tournament season has ended. There should be time for the team to celebrate their accomplishments and group achievements together. It is typical for teams to hold a celebratory party, reflect on their time together as a team and say personal goodbyes.



# TEAM DEVELOPMENT

Team Managers are an integral part of helping teams cycle through the stages of group development. The following table will help you outline some strategies to help the team work through the different stages of group development.

Stage	Team Manager's Strategy
Forming	<ul style="list-style-type: none"> <li>• Direct on relationships. Help the team get to know each other and avoid directing on major decisions.</li> <li>• A team stuck at this stage may need to be pushed into disagreeing with each other or competing with each other in order to initiate storming.</li> </ul>
Storming	<ul style="list-style-type: none"> <li>• Direct on the process. The team must learn to trust and respect one another.</li> <li>• Create more structure. The more structure, the easier it will be for the team members to assert their independence and uniqueness.</li> <li>• Don't try to bypass the storming stage. Team members will learn to be more open and trust one another if they have had an opportunity to compete with each other for the team's attention.</li> <li>• A team stuck in the storming stage may need a shared experience or success that helps them create a team identity which makes them feel like they're part of something they can be proud of.</li> <li>• Remind the team members to value everyone's input and to be respectful when disagreeing.</li> </ul>
Norming	<ul style="list-style-type: none"> <li>• Direct on results. As the team develops its working agreements, be sure to keep them posted in clear view at meetings.</li> <li>• Direct the team to pay attention to their plans and time lines.</li> <li>• Bring back issues that were left unresolved.</li> <li>• A team stuck in the norming stage needs encouragement to challenge one another to raise the bar or to face a significant conflict that they've been ignoring.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Direct on results, the process and relationship. Help the team through some challenging interpersonal problems by encouraging them to be open and honest with each other in a safe, productive way.</li> <li>• Help the team hold each other accountable for high quality results.</li> </ul>
Adjourning	<ul style="list-style-type: none"> <li>• Direct on celebration. This stage is all about highlighting the team's progress and successes. Taking time to look back on how the team developed over the season will help them prepare for the next.</li> </ul>

## TEAM ROLES

Teamwork does not mean that all team members must be working together on the same thing at the same time. In fact, teams work better when they can divide up tasks into smaller and more manageable pieces. Below are some key team roles that will be useful to the team as they work through their Team Challenge and during their Instant Challenge.

- **Task manager:** in charge of the overall development and implementation of a Task-based Instant Challenge or task elements in the Team Challenge
- **Performance manager:** in charge of the overall development and implementation of a Performance-based Instant Challenge or performance elements in the Team Challenge
- **Timekeeper:** in charge of keeping track of the amount of time that remains for the team to solve its Instant Challenge or keeping track of time during the team's Team Challenge Presentation at a tournament
- **Materials manager:** in charge of making sure that materials are used thoughtfully because in most Instant Challenges they do not come in unlimited quantities
- **Score manager:** in charge of keeping track of where the team will receive the most points in a Challenge situation and making judgments about where the team should direct its time
- **Flex team member:** has the ability to float between numerous positions or fill in a new one if necessary

Team members should have practice taking on each role and expanding themselves into new roles that have not been defined here. The best teams are those who understand and respect the roles of others while still being able to solve the Challenge.

## DESTINATION IMAGINATION SEASON TIMELINE

Team Challenges take approximately 2 to 4 months to solve. Teams may need more or less time, depending on the team and the complexity of the solution it decides to create. Stages may overlap, sometimes a team may return to an earlier stage, and often stages will transition without a clear end to one and start of another.

### Stage 1: Recognize (2-4 Weeks)

- Becoming aware of the Challenge

### Stage 2: Imagine (2-4 Weeks)

- Applying thinking skills to develop options
- Assessing the project

### Stage 3: Initiate & Collaborate (2-4 Weeks)

- Listening to all ideas before judging them
- Initiating behavior and committing to an option

### Stage 4: Assess Progress & Prepare (2-4 Weeks)

- Assessing your team's progress
- Sometimes starting over or admitting failure
- Preparing for your tournament

### Stage 5: Evaluate your Team's Experience & Celebrate (1 Week)

- Reflect on your experience and evaluate the results
- Celebrate what your team has accomplished

## PLANNING A TEAM SESSION

Destination Imagination team sessions are social, active and fun. The activity-based team sessions that follow may take 60 to 90 minutes each, and the momentum of the sessions often requires prior planning on the part of the Team Manager. They may also require flexibility, as some teams may require more or less time on particular portions of the sessions.

You will need a space where the team can meet comfortably. Spaces that allow you to leave the team's materials in plain view can be beneficial, as are spaces with worktables and large writing surfaces. Team members should feel at home in the workspace, so they can direct on being creative, having fun and working together.

Here's a loose framework for a team session:

Time	Activity
10 minutes	Ice Breaker
15 minutes	Instant Challenge
30 minutes	Team Building / Discussion
30 minutes	Team Challenge Development
5 minutes	Reflection Time

## A FULL SHOPPING LIST

At the start of every session within the Roadmap, we have provided a checklist of materials to collect and a list of pages to print for your team. For further convenience, we have compiled a full list of materials needed for the sixteen sessions contained within this guide.

### Challenge Materials

bags, trash: 2	bag, paper: 1	balloons: 6
balls, golf: 2	balls, Ping-Pong: 3	bottle, plastic: 2
bowl, paper: 1	bowl, plastic: 1	cards, index: 44
carton, egg (empty): 1	carton, milk (empty): 1	chopsticks, pair: 1
clips, binder: 1	clips, jumbo paper: 2	clips, paper: 44
clothespins: 5	coffee stirrers: 4	corks: 2
craft sticks: 31	cups, paper: 9	cups, plastic (16oz): 24
cups, Styrofoam: 7	envelopes: 3	foil, aluminum (sheets): 4
fabric piece: 1	glove, plastic: 2	labels, mailing: 61
marbles: 2	napkin, paper: 2	paper, colored (sheets): 7
paper, newsprint sheets: 13	paper, white (reams): 1	pencils: 36
pipe cleaners: 29	plates, paper: 6	rubber bands: 34
spoons, plastic: 10	straws, drinking: 92	string: 28ft (8.53m)
tape, masking: 1 roll	toothpicks: 15	

### Everyday Team Materials

markers, colored	pens/pencils	scissors
stopwatch/timer: 1	tape measure: 1	yardsticks: 2
blackboard, whiteboard or flip chart: 1		

### Around the House

beach ball, medium: 1	blocks, wooden: 10	boxes, cardboard: 1
brooms: 1	dice, game: 2	disc, compact (CD): 1
fan, box: 1	hat: 1	nails: 3
plastic egg: 1	platforms, wooden: 2	prize, Race for Fluency: 1
rag: 1	spatula: 1	towels: 3
tub of water: 1	weight sets: 10	

## GOALS

1. get to know each other
2. learn the basics of the creative process
3. help your team get started

The first stage of the Destination Imagination process is centered on team members building rapport and understanding what is expected of them throughout the season.

In this early stage, be encouraging and simply guide the team through the sessions. Also, feel free to use our tips and suggestions as necessary. We encourage you to document the process and make notes in this guide!

### Stage 1: Session 1

## THINGS TO DO BEFORE THE SESSION

### Gather Materials

	stack of plain white paper (about 50 pages)
	pens or pencils for each team member
	a yardstick
	markers
	tape
	stopwatch/timer

### Print Copies

	print a copy of "How Instant Challenges Work" for each team member
	print a copy of "Paper Tower"
	print a copy of the Team Choice Inventory for each team member
	print a copy of the "Interference Contract" for each team member
	print a copy of "Art Museum"
	print a copy of the "Individual Specialties Inventory" for each team member
	print a copy of the "Individual Specialties Tally Sheet" for each team member
	print a copy of the "Team Specialties Tally Sheet"
	print a copy of the "Team Choice Element Specialties Chart" for each team member

**ACTIVITY: 1****BY THE NUMBERS**

Each team member will write a different category of favorite thing (e.g., "Movie," "Song Lyric," or "Hiding Place"). Make sure each team member has a different category than the other team members.

Team members will then pass their papers to the right, and write their top three favorite things that correspond to the papers in front of them. Encourage them to be thoughtful and honest—and make sure they write their names under their lists! Continue the process until everyone has written on each sheet of paper. Your team can also repeat the activity with new categories.

Everyone now has a list of their team members' favorite things! Take time to discuss each list, and keep the lists for your records!

**Write Down Five Of Your Favorite Things Here!**

1
2
3
4
5

**ACTIVITY: 2****HOW INSTANT CHALLENGES WORK****Procedure**

1. The team stands around a table on which a copy of the Challenge lies face down.
2. If the Challenge requires materials, they will also rest on the same table. Your team may not touch the materials until time starts.
3. When everyone is ready, the Team Manager flips over the Challenge.
4. The Team Manager reads his or her copy of the Challenge aloud. As soon as s/he's finished reading, s/he starts the timer and the team can begin working.
5. The Team Manager makes sure the team follows the timing prescribed in the Challenge. The Team Manager may only report how much time is left if the team asks, or if the Instant Challenge lists it in the procedure.
6. The Team Manager scores the team's solution to the Challenge.

**Processing**

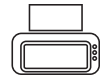
Afterward, it's important that the team members discuss the experience. The Team Manager's job is to facilitate the discussion as necessary, without telling the team exactly what to do. For example, the Team Manager can ask questions like:

- What could you have done differently?
- What was the most difficult part of the performance or the task?
- What could you do to improve in the future?

The Team Manager shouldn't provide any answers to the questions. Team members need to reflect and assess the process on their own.

**Note To Team**

Don't worry about perfection this early in the process. Just direct on having fun and giving it your best shot! This is also a chance for you to get used to the format, procedure and scoring of Instant Challenges. Pay particular attention to the scoring, which can help you determine how to best solve the Challenge.



### ACTIVITY: 3

## PAPER TOWER

### Challenge

Your TASK is to build a freestanding structure that is as tall as possible and is made only of paper.

### Time

You will have up to 2 minutes to discuss strategy, and up to 6 minutes to build your structure.

### Procedure

**Part One (2 minutes):** Discuss strategy.

**Part Two (6 minutes):**

- Using only the paper given, build a tower on the floor that is as high as possible.
- You should also try to use the paper in different and creative ways in your tower.
- You may measure the height of the tower at any time, and the tower must be stable for long enough to be measured.

### Materials

20 sheets of paper

### Scoring

- 3 points for each full inch of height of your tower.
- Up to 20 points for how creatively you use the materials.
- Up to 20 points for how well your team works together.

### Notes

How did the team do? Use this space to make some notes to read later, so the team can track its progress.

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### Processing Questions

- Did all team members contribute to creating the tower?
- How did each person contribute differently?



**ACTIVITY: 4****TEAM CHOICE ELEMENT INVENTORY**

The Team Choice Element Inventory is a four-part activity. It is a good session starter because it allows team members to learn more about each other. Instructions are on each form, so simply follow these steps:

1. First, have each team member fill out the Individual Specialties Inventory.
2. Second, have the team add their scores on the Individual Specialties Inventory.
3. Third, combine all team member scores on the Team Specialties Tally Sheet.
4. Fourth, discuss the results and discuss ways to incorporate your team's talents and specialties into the Team Challenge.

**PART ONE: INDIVIDUAL SPECIALTIES INVENTORY**

**Scale:** 0 – Not applicable   1 – Rarely   2 – Occasionally   3 – Frequently   4 – Usually   5 – Almost Always

#	Statements	Scale	#
1	I like to make up puns, rhymes and jokes.	0 1 2 3 4 5	1
2	When given the opportunity, I love to play brainteaser games that require logical thinking.	0 1 2 3 4 5	2
3	Whenever I can, I listen to music on the radio or on an mp3 player.	0 1 2 3 4 5	3
4	I work best when I can get up and move around.	0 1 2 3 4 5	4
5	I love to do mazes, hidden object and jigsaw puzzles.	0 1 2 3 4 5	5
6	I'm the kind of person who people come to with problems and to discuss important issues.	0 1 2 3 4 5	6
7	I write in a journal or diary to record things that I think and care about.	0 1 2 3 4 5	7
8	I love to be outdoors whenever I can.	0 1 2 3 4 5	8
9	In my artwork, I use lots of patterns using colors and shapes.	0 1 2 3 4 5	9
10	I like to get involved, so I join groups or clubs.	0 1 2 3 4 5	10
11	I like finding just the right word when I write.	0 1 2 3 4 5	11
12	I would like to study about how different people have used certain plants for medicine.	0 1 2 3 4 5	12
13	I like sports and most physical activities.	0 1 2 3 4 5	13
14	I remember most TV jingles and can recall songs after only hearing them once or twice.	0 1 2 3 4 5	14
15	Before I begin a project, I have figured out a step-by-step procedure for myself.	0 1 2 3 4 5	15
16	I love spending time alone pursuing some personal hobbies and interests.	0 1 2 3 4 5	16
17	When I give directions, I draw a picture to explain it better.	0 1 2 3 4 5	17
18	I have strong opinions and tend not to follow the crowd.	0 1 2 3 4 5	18
19	Math and science are my favorite subjects in school.	0 1 2 3 4 5	19
20	I find the reading and writing part of school easier than the math and science parts.	0 1 2 3 4 5	20
21	I love to help others learn new skills.	0 1 2 3 4 5	21
22	I would have lots of pets, if my parents would let me!	0 1 2 3 4 5	22
23	When I do a presentation, I always include music.	0 1 2 3 4 5	23
24	I enjoy doing things with my hands such as model building, crafts, art, or carpentry.	0 1 2 3 4 5	24



## PART TWO: INDIVIDUAL SPECIALTIES TALLY SHEET

Print a copy of this sheet for each team member. Have each team member write his or her score for each statement to the chart below, and add the scores as grouped. The sums can help team members determine their individual specialties. The highest totals most likely indicate the areas of their greatest interests or strengths. These results may also indicate the ways in which they best learn!

A. Interpersonal

$$\frac{\quad}{\#6} + \frac{\quad}{\#10} + \frac{\quad}{\#21} = \underline{\quad}$$

B. Intrapersonal

$$\frac{\quad}{\#7} + \frac{\quad}{\#16} + \frac{\quad}{\#18} = \underline{\quad}$$

C. Logic and Mathematics

$$\frac{\quad}{\#2} + \frac{\quad}{\#15} + \frac{\quad}{\#19} = \underline{\quad}$$

D. Musical

$$\frac{\quad}{\#3} + \frac{\quad}{\#14} + \frac{\quad}{\#23} = \underline{\quad}$$

E. Nature and Environment

$$\frac{\quad}{\#8} + \frac{\quad}{\#12} + \frac{\quad}{\#22} = \underline{\quad}$$

F. Physical Movement

$$\frac{\quad}{\#4} + \frac{\quad}{\#13} + \frac{\quad}{\#24} = \underline{\quad}$$

G. Words and Language

$$\frac{\quad}{\#1} + \frac{\quad}{\#11} + \frac{\quad}{\#20} = \underline{\quad}$$

H. Visual and Spatial

$$\frac{\quad}{\#5} + \frac{\quad}{\#9} + \frac{\quad}{\#17} = \underline{\quad}$$



## PART THREE: TEAM SPECIALTIES TALLY SHEET

To determine the strengths of your team, add the total of each team member in each of the eight areas. The team's highest scoring categories should indicate your team's areas of specialty.

Team Member	A	B	C	D	E	F	G	H
1.								
2.								
3.								
4.								
5.								
6.								
7.								
Total								

A. Interpersonal = \_\_\_\_\_

B. Intrapersonal = \_\_\_\_\_

C. Logic and Mathematics = \_\_\_\_\_

D. Musical = \_\_\_\_\_

E. Nature and Environment = \_\_\_\_\_

F. Physical Movement = \_\_\_\_\_

G. Words and Language = \_\_\_\_\_

H. Visual and Spatial = \_\_\_\_\_

### What if there are many clear-cut specialties indicated?

It can happen that a team's areas of strength are spread evenly across the entire list of specialties. For example, there may be approximately equal scores in the areas of Logic and Mathematics, Music, and Physical Movement. This means the team has several areas of specialty. In that case, the team has even more options for its Team Choice Element creations!

### What if the team only seems to have one clear-cut specialty?

This does not mean that the team members do not have many and diverse areas of strength, but rather, that many team members lean toward a specific type of interest or skill area.

In that case, the team should look closely at some of the individual team member's specialties and see if there are any areas that are clear specialties for one or more team members, and create Team Choice Element options from those areas of specialties.

**Tip:** Teams do not have to base their Team Choice Elements on the specialties indicated in this Inventory. Teams may choose to create Team Choice Elements from any area of specialty they choose.



## PART FOUR: TEAM CHOICE ELEMENT SPECIALTIES CHART

The team can use the chart below for some samples of specialties and ways the team can show them off. These are just some ideas. Teams are not limited to these options.

Specialty For team members who are interested in:	Some Team Choice Element Ideas Some ways to showcase this might include:
<b>Interpersonal</b> Working in groups; communicating; socializing; caring for others; showing concern; cooperation; etc.	Demonstration of teamwork well beyond what is necessary to solve the Challenge; group harmony; teamwork in manipulation of props; group communication system; extreme collaboration; cooperative project; etc.
<b>Intrapersonal</b> Exploring their feelings; knowing or understanding themselves and why they do the things they do; understanding their place in the universe; self-awareness; autobiographies; etc.	Developing one or more characters who explore their feelings/thinking/moods/emotions, or assess themselves; writing poetry or music that expresses deep feelings or emotions; etc.
<b>Logic and Mathematics</b> Logic, mathematics; principles of physics; analyzing, comparing and contrasting; identifying patterns; deciphering codes; reasoning; collecting data; etc.	Use of patterns such as tessellations, codes, mazes, puzzles; use of surveys, tabulations, graphs in Performance; use of mathematical principles such as fractions or multiplication; application of principles of physics (machines, technology); use of data, formulas, calculations; etc.
<b>Musical</b> Singing; playing instruments; listening to music; composing music; music appreciation; etc.	Composing original music; singing and/or harmonizing; creating instruments; playing instruments; use of rhythm and/or percussion; creating vocal sounds or tones, etc.
<b>Nature and Environment</b> Understanding and learning about the natural world; categorizing plants, rocks, animals, etc.; ecology and/or wildlife studies; learning about atmosphere, weather, and/or constellations; etc.	Use of ecological issues in Performance; depiction of authentic natural environment, animals, insects, plants, natural habitats, constellations; use of natural resources in Challenge solution; depiction of natural phenomena; etc.
<b>Physical Movement</b> Dancing; physical exercise; acting; working with their hands; martial arts; sports; games involving physical ability; hands-on learning; manipulating puppets; etc.	An original dance; physical or gymnastic demonstration; acting out roles; pantomime; use of dramatic bodily movement; construction and/or manipulation of props; etc.
<b>Visual and Spatial</b> Creating visual art; designing; creating pictures, illustrations, drawings, maps; inventing; sculpting; building models; working with color schemes; construction; engineering; creating gadgets; etc.	Sculptures, paintings, posters, mosaics, or other physical works of art; set, scenery, and/or costume design; creating unique and innovative props; creative use of color; innovative uses for ordinary materials; technical design; construction; etc.
<b>Words and Language</b> Working with words, both written and spoken; creative writing; poetry; dramatic readings; debating; telling jokes and stories; playing word games and solving word puzzles; reading and writing plays; etc.	Use of puns, rhymes, poems; use of imagery and colorful words; creating unique and memorable characters; writing and reporting news stories; broadcasts; use of accents; storytelling; presenting a debate on an issue; use of humor; script writing; etc.

## ACTIVITY: 5

**EXAMINE CHALLENGES AND SCORING STRUCTURE****TAKE TIME TO RUN THE TEAM THROUGH WHAT IT NEEDS TO DO****The Scoring Structure**

- The Team Challenge is worth a total of 300 points and has two parts: the Central Challenge and Team Choice Elements. (Except for the Improvisational Challenge and sometimes the Service Learning Challenge, which don't require Team Choice Elements.)
  - Central Challenge: This is a project with a number of requirements that will take your team eight to sixteen weeks to solve. Your team will spend the majority of its meeting time working on the Central Challenge.
  - Team Choice Elements: Team Choice Elements allow your team to create two elements not required in the Central Challenge, and integrate them into your Presentation. Team Choice Elements showcase your team's "specialties" – your unique abilities, interests, skills and/or talents. You may create anything you wish for Team Choice Elements. (Again, there are no Team Choice Elements required in the Improvisational Challenge and sometimes the Service Learning Challenge.)
- An Instant Challenge is a Challenge that teams are asked to solve in a very short period of time at the tournament without knowing ahead of time what that Challenge will be. It is worth 100 points.

**Team Challenges**

Your team will most likely spend the majority of its time developing and refining its Team Challenge solution. There are seven types of Team Challenge: Technical, Scientific, Fine Arts, Improvisational, Structural, Service-Learning and Noncompetitive (for early learners).

**Instant Challenges**

The Instant Challenge accounts for one-fourth of your team's tournament score, so your team should pay attention to it! Each year, a variety of Instant Challenges are created. Some of the Challenges require divergent thinking (i.e., out of the box creativity), while others have been developed to emphasize teamwork and convergent thinking (i.e., in the box creativity). There are three types of Instant Challenges: Performance-based, Task-based and a combination of the two. (You can tell quickly what type of Instant Challenge it is by looking for the uppercase words "PERFORMANCE" or "TASK" in the Challenge.) Because your team has no guarantee which type of Instant Challenge it will be asked to solve at the tournament, your team should practice all three types.

Instant Challenges can be broken up into smaller subsets beyond just Performance or Task. Below is a useful chart to help you further categorize Instant Challenges:

Performance	Combination	Task
With Props	Any combination of Performance and Task-based Instant Challenges	To Build: Height, Width or to Hold Weight
Without Props		To Move
With Imaginary Props		To Protect
With Team-made Props		To Communicate
		To Change

## ACTIVITY: 6

**INTERFERENCE POLICY**

Here's why a lot of Destination Imagination participants return every year: **Only team members may contribute ideas and create the Team Challenge solutions.** That means that no one other than team members can contribute to the Central Challenge or Team Choice Elements. Help from non-team members—including parents, friends and the Team Manager—is called "Interference." Make sure team members and parents review their copies of the following Interference Contract and sign them. These contracts are solely to help everyone understand and follow the rules of Interference. Keep the forms for your team records.

Additional information about Interference is included in Rules of the Road.

Later, when your team attends a tournament, you will need to fill out a Declaration of Independence form and bring copies for tournament Officials. That form also centers on Interference and can be found in Rules of the Road.



## INTERFERENCE CONTRACT

### **Team Member: Our Team Owns Every Bit Of Our Team Challenge Solution**

1. Every idea for every part of the solution must come from the members of our team. Our parents, friends, teachers and Team Manager must keep their ideas to themselves.
2. When someone offers to help us, or works on our solution in any way, we will say, "No thanks! We can do it ourselves!"
3. If we get stuck and can't figure out how to solve a problem that arises, we will create ideas and come up with another way to do it.
4. When we finish our solution, we can proudly sign the Declaration of Independence and know that the entire solution is ours.

**Team Member Signature:** \_\_\_\_\_

### **Team Manager(S): My Team Owns Every Bit Of Its Team Challenge Solution**

1. I can facilitate the team's understanding of the Challenge and rules, as well as help them to learn skills, but I must keep my ideas to myself, and my hands off the team's solution.
2. Every idea for every part of the solution must come from the members of my team. They can figure it out for themselves even if it means that sometimes they will have to change their plans and do something another way.
3. At the team's request, I may acquire specifically requested materials for team use. At no time may I ever choose materials for the team without the team's input, and I may never select materials or take actions or ask questions with the idea of leading the team to a solution.
4. When my team does not know how to go about researching and/or acquiring information and materials, my role is to teach them the skills they will use to become independent learners for a lifetime. In other words, I may provide the team with multiple resources, but I may not select or lead the team to any aspect of its solution.
5. When my team is ready to turn its ideas into reality, I will stand by and manage. That means I may facilitate discussions and/or disagreements, help my team manage its time to meet its deadlines, make sure team members are working in a safe manner, acquire items requested by the team, and most importantly, ensure that each individual on the team is valued by the others.
6. When my team finishes its solution, I can proudly sign the Team Manager's line on the Declaration of Independence and know that the solution is the team's alone.

**Team Manager Signature:** \_\_\_\_\_

**Team Manager Signature:** \_\_\_\_\_

### **Parent(S)/Guardian(S): The Team Owns Every Bit Of Its Team Challenge Solution**

1. I must keep my ideas to myself, and my hands off the team's solution.
2. Every idea for every part of the solution must come from team members. They must figure it out for themselves. That means that sometimes they will do things in a way that will take longer and/or might not be the most efficient or best way (in my opinion). I understand that this is a normal part of the process, and I will not interfere.
3. When my son's/daughter's team finishes its solution, I will be proud that the team members worked so hard and completed the project with their own hands and minds. I will be proud to say that they did it all by themselves!

**Parent/Guardian Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**ACTIVITY: 7****ART MUSEUM****Challenge**

Your TASK is to design two works of art using the materials provided, and create a PERFORMANCE about characters misinterpreting what each piece of artwork means.

**Time**

Your team will have up to 3 minutes to create your two works of art and plan a PERFORMANCE, and up to 5 minutes to present your PERFORMANCE.

**The Scene**

Have you ever been to an art museum and been confused by the artwork you were looking at? Your team must create a PERFORMANCE that includes artwork you have created, characters who misinterpret the pieces of artwork, and what happens as a result.

**Materials**

2 pieces of paper (to be used as the team's artwork)  
markers  
1 yardstick (to be used as a stand for the artwork)  
tape to attach the works of art

**Scoring**

Up to 15 points each (30 points total) for the creativity of the interpretation of the artwork.  
20 points if the PERFORMANCE has a beginning, middle and end.  
Up to 30 points for the creativity of the PERFORMANCE.  
Up to 20 points for how well the team works together.

**Processing Questions**

How did your team create your solution?  
Did people take on different roles? Did they feel comfortable in those roles?  
How well did the artwork tie into the story?  
Did you build the story around the artwork or the artwork around the story and why?

**Note To The Team**

This is the final activity for the session. Encourage team members to get their Interference Contracts signed before the next meeting.



## STAGE 1: SESSION 2

### Things To Do Before The Session

#### Gather Materials

stack of plain white paper (about 20 pages)	4 coffee stirrers
pens or pencils	3 rubber bands
scissors for each team member	2 index cards
stopwatch/timer	1 pencil
tape measure	6 mailing labels
1 sheet of paper	10 paper clips
6 pipe cleaners	12in (30cm) of string
1 rubber band	10 16oz plastic cups
4 craft sticks	1 12in (30cm) piece of string per team member
1 balloon of any size	

#### Print Copies, etc.

print a copy of "Aquarium"
print three copies of the "Idea Creation Chart" for each team member
have space for "Team Name"
print a copy of "Balloon Tower"

**ACTIVITY: 1****STACK 'EM UP**

Place a stack of 10 plastic cups upside down on a table. Work together as a team and use only the rubber-band-and-string device provided to stack the cups into a pyramid. The pyramid should have four cups in the bottom row, three in the next row, two in the next row, and one cup in the top row. Each team member must hold his or her string by its loose end.

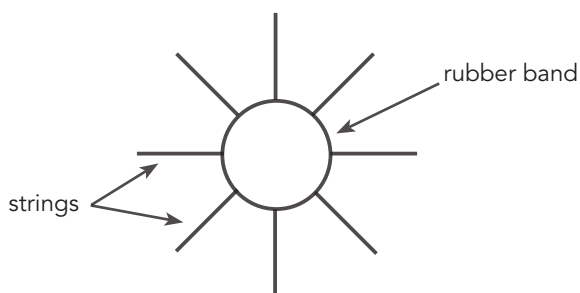
The team may take 1 minute to plan, and then the team will have 6 minutes to build the pyramid. The team may not talk when it is stacking the cups.

**Note To Team**

Feel free to try this activity again. Can the team build the pyramid faster the second time? For a change of pace, try leaving the stack of cups in the same place, but ask the team to build the pyramid across the room. The team can also flip the stack of cups, so the cups are right side up, to make the activity more difficult.

**Processing Questions**

- How well do you feel your team communicated?
- Was there one person leading or were there multiple “leaders”?
- Is there another strategy that you could have used to stack the cups that may have worked better?



**ACTIVITY: 2****AQUARIUM****Challenge**

Your team is to present a PERFORMANCE in which you show what happens on both the inside and the outside of an aquarium.

**Time**

You will have up to 4 minutes to use your IMAGINATION to plan and practice your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

**The Scene**

People go to an aquarium to see the different kinds of things that live underwater. How do the underwater creatures feel about seeing all of the things that happen outside of the aquarium? You are to plan a skit in which life on both sides of an aquarium, inside and outside of the water, see and react to each other. The taped area represents the aquarium.

**Materials**

All materials are imaginary. A piece of paper and a pencil will be available for your team to use as you plan and present your PERFORMANCE.

**Scoring**

- A. Up to 40 points for the creativity of your characters, inside and outside of the water.
- B. Up to 20 points for the creativity of your imaginary props.
- C. Up to 20 points for the creativity of the PERFORMANCE.
- D. Up to 20 points for how well your team works together.

**For Appraisers Only**

The setup consists of 8ft x 8ft (240cm x 240cm) taped square on one side of the room. For this activity, follow the same procedure as the Instant Challenge in the last session. Make everyone feel comfortable and encourage them through the process. Remember to discuss the Instant Challenge after the team is scored. Feel free to mark up the Roadmap to make some notes to read later, so the team can track its progress.

**Processing Questions**

- Which aspect of the Challenge was worth the most points?
- Did your prep-time strategy take this into consideration?
- During the performance did team members face one another while conversing?
- Did they face the Appraisers?
- Which part of the performance worked best and why?

**Performance Instant Challenge Note:**

While performing in front of any audience (even if there isn't one) designate an area where the audience or Appraisers would be sitting. Make sure that your team, when speaking to one another in the performance, stands at a 45-degree angle between the audience and the person they are conversing with. If they are narrating or thinking out loud this does not necessarily apply. Then they can directly face the audience.

**ACTIVITY: 3****TEAM NAME**

In this activity, the team will experience the creative process for the first time. Please refer to the section of Roadmap that discusses the creative process for more information about the process. You will need lots of floor space for this activity.

**Idea Creating**

1. Hand out three copies of the "Idea Creation Chart" to each team member.
2. Over the next several minutes, your team will create ideas quietly. No one should talk in this stage of the process. Have the team members write down their ideas for team names on their papers. Each idea should go in a separate cell of the table.
3. In this stage, the ideas don't have to be fully formed. Encourage fluency of ideas, and have the team members write down anything they can think of, as soon as they think of it.
4. After the team cannot create any more ideas, have the team use scissors to cut their charts on the dotted lines. Each team member should have a stack of his or her ideas on paper.

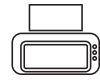
**Idea Directing**

1. Next, have one team member present each of his or her ideas, one at a time, so everyone else can understand them. After each idea is presented, have the team member place it on the floor in full view. Have the team member group similar ideas. For example, "flowers" and "petals" might be grouped.
2. Have the other team members follow by presenting their ideas and grouping them as necessary. They can group their ideas with ideas from other team members.
3. Have the team discuss its favorite ideas or groupings.
4. Each team member has three votes for his or her favorite groupings. Make note of the votes, and you'll have the ideas ranked by popularity!

The creative process can apply to many scenarios, and it's important to become familiar with it. As you continue through the Roadmap, you'll revisit the process and apply it in different ways.

Remember, this process is very fluid. Your team can return to creating ideas as often as necessary, even after you have directed your ideas. For example, team members might create new ideas after seeing other ideas from their team members. Have them record and share any such ideas! For this activity, work toward finding a team name, but don't force the team to pick a name if they can't agree.



**ACTIVITY: 4****BALLOON TOWER****Challenge**

Your TASK is to build a tower that is as tall as possible and is able to hold a balloon on top.

**Procedure**

You will have up to 5 minutes to build your tower, and then up to 1 minute to place the balloon on top so it stands on its own.

**Part One (5 minutes):** Use the materials to build a tower that is as tall as possible and is able to hold a balloon on top.

- You will have up to 5 minutes to build your tower, and then up to 1 minute to place the balloon on top.

**Materials**

- 1 sheet of paper
- 6 pipe cleaners
- 4 coffee stirrers
- 2 rubber bands
- 2 index cards
- 1 pencil
- 6 mailing labels
- 10 paper clips
- 12in (30cm) of string
- 4 craft sticks
- 1 balloon

**Scoring**

- Up to 3 points (60 points maximum) for each inch (2.5cm) in height of your tower at the end of Part One.
- Up to 20 points if you successfully hold the balloon on top of the tower.
- Up to 20 points for the creativity of your solution.

**Processing Questions**

- How about: Did some of the team do different jobs in this Challenge?
- What was the hardest part for your team to build?
- Can you think of another way you could have built the tower so that it was easier to turn upside down?

## STAGE 1: SESSION 3

### Things To Do Before The Session

#### Gather Materials

	stack of plain white paper (about 50 pages)
	colored markers (a different color for each team member)
	pens and pencils
	tape measure
	stopwatch/timer
	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)
	Destination Imagination Program Materials (for team review)

#### Print Copies

	print a copy of "Shape Up"
	print a copy of "By the Numbers"
	print a copy of each Team Challenge title page (from the Program Materials) for each team member
	print a copy of "Paper Tower"

**ACTIVITY: 1****SHAPE UP**

Start by handing each of the team members a piece of paper and a different colored marker. Then ask each team member to choose a different shape (e.g., triangle, cube or trapezoid). Have the team members use their markers to draw their chosen shapes three times on their papers, however they choose. Once they are done, have them pass their papers to the right.

Then ask them to draw their shapes three times, however they choose, on the papers now in front of them. Then, once again, have them pass the papers to the right. Repeat until everyone has drawn on each paper. You now have team-created art!

What does this activity tell the team about teamwork? What about the creative process, or collaboration? How can the lessons of this activity apply in other activities? Write down some team comments here. Have your team use this space to make some notes to read later, so the team can track its progress.

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**ACTIVITY: 2****REVIEW THE TEAM CHALLENGES**

If it hasn't already, your team should start thinking about which Team Challenge it wants to solve. The quickest way for teams to get a feel for each Team Challenge is by reviewing the Points of Interest, which are listed in the Creative Compass and on the title page of each Team Challenge. Take the time to read each of the Points of Interest to your team, and let the team members discuss what they think about the Challenges.

The team should discuss each Team Challenge. In order to be sure they fully understand the Challenges, teams often take time to rewrite any sections of the Challenges they find unclear. This is very important in future stages, as your team members should have a firm grasp of what they can, and can't do in their solutions. Have the team pay particular attention to the scoring sections of the Challenge, which break down how the team's solution will be scored. Additionally, the team should also refer to Rules of the Road for an understanding of program rules and their relationship to Challenge solutions.

Your team can also use its knowledge from the "Team Choice Element Inventory" from the first session of this stage. It can help the team to reflect on individual strengths and team tendencies when choosing a Team Challenge. However, don't let the "Team Choice Element Inventory" dictate the team's choice. The team can choose any Challenge it wants.

It is not necessary for the team to pick its Team Challenge right now, but the team should choose before it proceeds to stage two of Roadmap.



## ACTIVITY: 3

## DECISION-MAKING MATRIX

Throughout your team's season, there will be hundreds of decisions to be made. Reaching quality decisions in an efficient way that preserves relationships among team members may seem like an impossible goal. Everyone has had experiences with group decision-making where we have walked away feeling dissatisfied with the outcome, the process, or our relationship with others in the group.

Teams generally believe there are only two ways to reach a conclusion:

1. Voting
2. Consensus

However, there are alternatives. One alternative is for a single team member to make a decision for the whole team, as long as the team has created some rules about how and when an individual is empowered to make the call. The following are a few decision-making rules that actual DI teams use which allow a single team member to make a decision for the whole team under certain circumstances:

1. If the group can't reach a quick conclusion about their approach to solving an Instant Challenge, the Task or Performance Manager (reference the Team Roles section of the Roadmap) can make the decision based on everyone's input.
2. The main script writer for the team can act as the final decision-maker if the team can't reach a consensus about a plot point they're discussing.
3. Some teams use the Individual Specialties Inventory that can be found in Stage 1 Session 1 of the Roadmap to talk about special skills of different team members. When a decision related to an area of strength for one of the team members comes up, that team member can become the final decision-maker.

In each of these cases, the team has taken the time to think through different roles in different situations and has included a certain amount of decision-making authority into the description of the role. One practical way to clarify decision-making is to spend time early in the season building a matrix that the team can use throughout the season. Here is an example of a decision-making matrix.

Decisions related to...	Decision Maker(s)	Consensus	If we can't reach consensus
Meeting times and dates	Team Manager		
Which Challenge we solve		X	Use a tool from Roadmap
Our story		X	Jessie decides
Costumes and props	Danielle with input from the team		
Technical elements	Marcie and Marco		
Task-Based Instant Challenges	Marco with input from the team		
Performance or Combination Instant Challenges	Tina with input from the team		
Who plays which role during the performance		X	Private voting

**ACTIVITY: 4****BY THE NUMBERS****Challenge**

Create and present a PERFORMANCE based on a person, place and time period that are chosen by rolling a die.

**Time**

You will have up to 3 minutes to use your IMAGINATION to think of 5 persons, 5 places and 5 time periods. By rolling a die, you will choose one of each of these to include in your PERFORMANCE. You will then have up to 3 minutes to plan your PERFORMANCE, and then up to 2 minutes to present your PERFORMANCE to the Appraisers.

**The Scene Part One (3 Minutes)**

- Think of 5 persons, 5 places and 5 time periods and write them down in the spaces on the 2 sheets given to you by the Appraisers.
- Your ideas may be real or imaginary. The time periods may be short or long, from seconds to years. At the end of Part One, you should give one of your sheets to the Appraisers.
- You then will be given a die to roll 3 times. The 1st die roll will indicate what person you are to include in your PERFORMANCE, the 2nd roll what place, and the 3rd roll what time period. If "WILD" is selected on a roll, you may choose any of the 5 persons, places or time periods listed.

**The Scene Part Two (3 Minutes)**

Plan your PERFORMANCE.

You must include the person, place and time period that were selected at the end of Part One in your PERFORMANCE.

**The Scene Part Three (3 Minutes)**

Present your PERFORMANCE to the Appraisers.

**Materials**

A piece of paper and pencil will be available for your team to use as you plan and present your PERFORMANCE.

**Scoring**

- Up to 20 points (60 points maximum) for how creatively you use the person, place and time period you have selected in your PERFORMANCE.
- Up to 20 points for the creativity of your PERFORMANCE.
- Up to 20 points for how well your team works together.



ACTIVITY: 4

## BY THE NUMBERS (CONT'D)

List of Persons, Places, and Time Periods:

Person	
1	
2	
3	
4	Wild
5	
6	

Place	
1	Wild
2	
3	
4	
5	
6	

Time Period	
1	
2	
3	
4	
5	Wild
6	

**ACTIVITY: 5****PAPER TOWER (REPRISE)**

For this activity, you'll revisit "Paper Tower" from your team's very first session. You'll guide your team through the creative process to discuss different ways to approach the Challenge. Then your team will solve "Paper Tower" in a shortened timeframe.

**Idea Creating**

1. Have your team think of as many approaches to the Challenge as possible. This time, have the team members say their ideas out loud, and have one team member write every idea down (on a chalkboard, whiteboard, flip chart or on plain paper).
2. In this creating session, encourage the team to think of as many ideas as possible, and make sure they defer judgment. When creating ideas, there is no such thing as a bad idea.
3. When the team cannot create any more ideas, have them vote on the most out-of-this-world idea of the bunch. Make this something for the team to aspire to in every idea-creating session.

**Idea Directing**

1. Next, your team should direct the ideas down into workable solutions.
2. In this session, ask the team to verbalize what they think are the most promising ideas. Why are they promising? What about the other ideas makes them less promising?

**Reprise**

1. When the team has finished creating ideas and directing them, have them actually solve the Challenge, but only give them 3 minutes to build the tower.
2. Score the Challenge and discuss the experience. Did the extra time help? Why? How can the team get better at using the creative process for Instant Challenges?

It's important for your team to get used to the process of creating ideas and directing them. By practicing the process in a variety of different ways, your team can learn to employ the process quickly and effectively. This is important in Instant Challenges, but it also is very useful when attempting to solve real-world challenges.

**ACTIVITY: 6****LET'S HEAR IT**

Have your team stand in a circle. Choose one team member to go first. That team member will say a word and then high-five the person on his or her right. The next person will say the first word that comes to mind after hearing the last word, and then will turn and high five the next person. The game continues around the circle as long as the team wants, provided they can remember all the words that have been said.

At some point, the Team Manager will shout, "Let's hear it!" Then the team will work its way from the current word back to the original word. We suggest having the movement of the game continue to the right, so team members have to remember what others have said.

Alternately, you can encourage the team to create a full sentence, one word at a time. Once the Team Manager shouts, "Let's hear it!" the next team member says the first word, and following team members try to work their way one word at a time through the whole sentence.

If your team masters the full sentence activity, you can try having them create an original story, one word at a time. For this activity, the team only has to work through the story one time. The goal will be to create an understandable story that lasts more than two sentences and has a beginning, middle and end. The Team Manager should supply a theme or made up story title.

This is the last activity of the third session. Encourage the team to choose a Team Challenge on its own. You should also comment on the progress the team is making, and continue to be supportive as the team moves forward.

## STAGE 1: SESSION 4

### Things To Do Before The Session

#### Gather Materials

mini-challenge 1:		mini-challenge 2:		mini-challenge 3:		mini-challenge 4:	
	1 envelope		1 paper plate		2 marbles		1 piece of paper
	1 clothespin		1 rubber band		1 index card		1 rubber band
	1 binder clip		1 clothespin (reuse)		4 straws		1 mailing label
	1 mailing label		2 jumbo paper clips		3 paper clips		1 balloon
	2 straws		3ft (90cm) of string		4 plastic egg		1 clothespin (reuse)
	1 plastic egg				2ft (60cm) of string		
<b>for other activities:</b>							
	stack of plain white paper (about 10 sheets)						
	stopwatch/timer						

#### Print Copies

	print a copy of the "Team Calendar" for each team member
	print two copies of the "Team Ground Rules"
	print a copy of "Number Boxes"
	print a copy of "Mini-Challenge Blitz"



### ACTIVITY: 1

## NUMBER BOXES

### Challenge

Your TASK is to arrange numbers in taped boxes on the floor for score.

### Time

You will have up to 5 minutes to work together to put numbers in taped boxes for score.

### Setup

In the center of the room are 9 taped boxes. There are also cards with numbers on them that you can put in the boxes.

### Procedure (5 Minutes)

- Place numbers in the taped boxes for score.
- You will be given a list of ways you can put numbers in taped boxes to receive score.
- Try to place the numbers so that you do as many things on the list as you can.
- The numbers in the taped boxes at the end of time will be scored.
- Only one number should go in each box.

### Scoring

- A. 10 points (80 points maximum) for each of the things on the list that you are able to do.
- B. 20 points for how well your team works together.

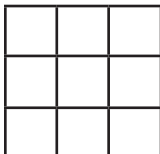


## ACTIVITY: 1

# NUMBER BOXES (CONT'D)

### For Appraisers Only

1. The setup consists of 9 taped boxes taped on the floor in a 3' x 3' grid.



2. There should be 12 cards with numbers as follows:

1 2 3 4 5 6

1 2 3 4 5 6

### Ways Of Placing Numbers

1. All boxes have a number in them.
2. No even numbers are next to each other.
3. The sum of each of the columns (up and down) is even.
4. The sum of each of the rows (right to left) is odd.
5. There are more odd numbers in the boxes than even numbers.
6. The sum of all the numbers in the boxes is more than 25.
7. No row (left to right) has the same number.
8. The number in the middle box is 4.
9. Numbers in each of the corners are 3 or less
10. The bottom row (left to right) is the sum of the top 2 rows.

### Note

1,3,5,7,9,11,13,15,17,19, etc. are ODD numbers.

2,4,6,8,10,12,14,16,18,etc. are EVEN numbers.

### Processing Questions

- How was this Instant Challenge different from others?
- Did it encourage divergent or convergent thinking?
- What is the difference between the two?
- Which do you prefer and why?

### Note

You may want to take the opportunity to set up the "Mini-Challenge Blitz" (on the next page) while the team participates in this activity.



**ACTIVITY: 2****MINI-CHALLENGE BLITZ**

Use the team's energy from the first activity to move into this activity. This activity requires rapid-fire thinking and also invites the team to explore the physical properties of common Instant Challenge materials. First, simply go through the four Mini-Challenges in order. After the team has attempted all four, then go through the "Materials Matter" worksheet. If the team wants to—and if you have the time and materials—you can do the "Mini-Challenge Blitz" again. (You can also use it much later, to reinforce the lessons learned.)

**Mini-Challenge 1**

**Challenge:** Create a device that will move an egg from the floor to the tabletop—without falling. The team is only allowed to operate the device from the height of the table or above it.

**Time:** 4 minutes

**Materials:** 1 envelope, 1 clothespin, 1 binder clip, 1 mailing label, 2 straws, 1 plastic egg

**Mini-Challenge 2**

**Challenge:** Build a bridge between two tables that will support the weight of the egg for 10 seconds.

**Time:** 4 minutes

**Materials:** 1 paper plate, 1 rubber band, 1 clothespin, 2 jumbo paper clips, 3ft (90cm) of string

**Mini-Challenge 3**

**Challenge:** Build a device that will protect the egg from breaking when dropped from the table

**Time:** 4 minutes

**Materials:** 2 marbles, 1 index card, 3 straws, 3 paper clips, 1 plastic egg, 2ft (90cm) of string

**Mini-Challenge 4**

**Challenge:** Tell the life story of the egg that underwent the first 3 Challenges, using only gestures. You may plan using words, but you must present non-verbally. Include the three other Mini-Challenges in the story.

**Time:** 4 minutes: 2 minutes to plan story with words, 2 minutes to present non-verbally

**Processing Questions**

- How did your team delegate responsibilities?
- Was one person or were a few people really strong at building? Planning? Creating ideas? Directing ideas?
- How did your team respond to the stress of doing multiple activities in a row?

# MATERIALS MATTER

## Types of Materials

The materials used in designing Instant Challenge solutions can usually be described as having properties that allow them to function in one or more of the following ways:

- Extenders: used to achieve length
- Connectors: used to fasten
- Controllers: used to contain, confine and carry

## Make Materials Work

Take the time to encourage the team to discover ways to interact with common materials and better understand the materials’ properties. Although many materials can easily fit into one type of function, virtually all the materials can function as an extender, connector and controller. This knowledge will not only help your team use materials for Instant Challenge solutions, but also look at items to repurpose them, or use them in unique and creative ways in their Team Challenge solution. For the following materials, as a team, come up with as many different uses as for each item as possible. Try to create at least 20. Uses may be as functional or as off-the-wall as you would like.

- Straw
  - Paperclip
  - Envelope
  - Pipe Cleaner
- Piece of Paper
  - Tape
  - Labels

How might you use each of these materials as an extender, as a connector and as a controller?

## Think of Combinations

- Two straws stuck together, one inside the other, can serve as a longer extender.
- A straw stuck into a piece of clay will stand erect to help build a tower.
- Using its own glue, an envelope can be stuck to a rolled piece of paper to create a device like a paper ladle.
- Looking at the materials used for the “Mini-Challenge Blitz,” what are some other combinations that could help the team? Can the team combine items to create three extenders, three connectors and three controllers?

Extenders	Connectors	Controllers
1	1	1
2	2	2
3	3	3

**ACTIVITY: 3****TEAM PLANNING**

In this activity, your team will begin to assign roles, plan its course to a tournament, and also establish ground rules for collaboration. Have them follow the procedure, and allow plenty of time for discussion (and, of course, fun)!

**Team Roles**

- Take some time to think about the role each person serves on the team. Are team members emerging as leaders, delegators, planners, writers or designers?
- How might team members best serve the team as it moves forward?
- Refer to the team roles section of the Roadmap for a list of common team roles.

**Team Calendar**

- Using the "Team Calendar," help the team begin to plan its season. Give each team member his or her own copy, so everyone can fill in important dates.
- Are any big events on the horizon? Add birthdays, sporting matches, vacations and anything else your team can think of.
- What are some fun things that your team wants to do together? Have each team member think of an activity that the team can do for fun. Scatter these activities throughout the calendar to give the team fun events to look forward to. If a team member can't think of anything right now, the team can add placeholders (e.g., "Tim's Fun Day"). Just make sure the team member thinks of something fun and creative in time!
- Keep the calendar handy, and copy it into the Roadmap. Revisit the calendar when you begin working on your Team Challenge.

**Team Ground Rules**

- Often, it's important for teams to establish ground rules. Have the team take time to think of rules to follow when working together.
- Provide paper if they want to write their ideas down, and as they agree on rules, have a team member write them on the "Team Ground Rules" paper.
- Encourage open discussion. How should the team interact when discussing ideas for solutions? How should the team interact if conflict arises? How should the team make sure its collaboration is productive and positive? How should the team make sure they're having fun?
- Hang the team's ground rules for every team session. You can also copy the rules into the Roadmap for your records.

#### ACTIVITY: 4

## REFLECTION

Allot some time for your team to catch up before you move into the second stage. Here are some things to do if you haven't already done them:

Review all you've done in Roadmap. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?

Pick a Team Challenge. Before moving forward, the team members should agree on a Team Challenge to solve this season. If it hasn't already, the team should take time to further discuss the Challenges. Take note of the details of each Challenge, and if it helps, the team can also explore some ideas to get a feel for the types of solutions they can pursue.

Review Rules of the Road. It is very important for the team to have a clear idea of the program rules. There are also important forms and procedures that both the Team Manager and the team should review before the team digs into its Team Challenge solution.

**Use this space to make a few notes or include a picture!**

## 2013 SEPTEMBER

S 1  
M 2 Labor Day (US)  
T 3  
W 4  
T 5 Rosh Hashanah  
F 6  
S 7  
S 8

M 9  
T 10  
W 11  
T 12  
F 13  
S 14  
S 15

M 16  
T 17  
W 18  
T 19  
F 20  
S 21  
S 22

M 23  
T 24  
W 25  
T 26  
F 27  
S 28  
S 29

M 30

## OCTOBER



T 1  
W 2  
T 3  
F 4  
S 5  
S 6

M 7  
T 8  
W 9  
T 10  
F 11  
S 12  
S 13

M 14 Columbus Day (US)  
T 15  
W 16  
T 17  
F 18  
S 19  
S 20

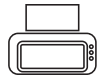
M 21  
T 22  
W 23  
T 24 United Nations Day  
F 25  
S 26  
S 27

M 28  
T 29  
W 30  
W 31 Halloween (US)

## NOVEMBER

M	28
T	29
W	30
T	31 Halloween
F	1
S	2
S	3
M	4
T	5
W	6
T	7
F	8
S	9
S	10
M	11 Veterans Day (US)
T	12
W	13
T	14
F	15
S	16
S	17
M	18
T	19
W	20
T	21
F	22
S	23
S	24
M	25
T	26
W	27
T	28 Thanksgiving (US) & First Day of Hanukkah
F	29

## DECEMBER



S	1
M	2
T	3
W	4
T	5
F	6
S	7
S	8
M	9
T	10
W	11
T	12
F	13
S	14
S	15
M	16
T	17
W	18
T	19
F	20
S	21
S	22
M	23
T	24
W	25 Christmas Day
T	26
F	27
S	28
S	29
M	30
T	31 New Year's Eve

## 2014 JANUARY

M 30  
 T 31  
 W 1 New Year's Day  
 T 2  
 F 3  
 S 4  
 S 5

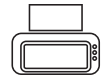
M 6  
 T 7  
 W 8  
 T 9  
 F 10  
 S 11  
 S 12

M 13  
 T 14  
 W 15  
 T 16  
 F 17  
 S 18  
 S 19

M 20 Martin Luther King Day (US)  
 T 21  
 W 22  
 T 23  
 F 24  
 S 25  
 S 26

M 27  
 T 28  
 W 29  
 T 30  
 F 31

## FEBRUARY



M 27  
 T 28  
 W 29  
 T 30  
 F 31  
 S 1  
 S 2 Groundhog Day (US)

M 3  
 T 4  
 W 5  
 T 6  
 F 7  
 S 8  
 S 9

M 10  
 T 11  
 W 12  
 T 13  
 F 14 Valentine's Day  
 S 15  
 S 16

M 17 President's Day (US)  
 T 18  
 W 19  
 T 20  
 F 21  
 S 22  
 S 23

M 24  
 T 25  
 W 26  
 T 27  
 F 28

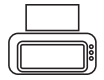
## MARCH

T	27
F	28
S	1
S	2
M	3
T	4
W	5
T	6
F	7
S	8
S	9
M	10
T	11
W	12
T	13
F	14
S	15
S	16
M	17 St. Patrick's Day
T	18
W	19
T	20
F	21
S	22
S	23
M	24
T	25
W	26
T	27
F	28
S	29
S	30
M	31

## APRIL

T	1
W	2
T	3
F	4
S	5
S	6
M	7
T	8
W	9
T	10
F	11
S	12
S	13
M	14
T	15
W	16
T	17
F	18
S	19
S	20 Easter Sunday
M	21
T	22 Earth Day
W	23
T	24
F	25
S	26
S	27
M	28
T	29
W	30

## MAY



T	29
W	30
T	1
F	2
S	2
S	4
M	5 Cinco de Mayo
T	6
W	7
T	8
F	9
S	10
S	11 Mother's Day
M	12
T	13
W	14
T	15
F	16
S	17
S	18
M	19
T	20
W	21 Global Finals
T	22 Global Finals
F	23 Global Finals
S	24 Global Finals
S	25
M	26 Memorial Day
T	27
W	28
T	29
W	30
T	31



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## GOALS

1. start work on the Team Challenge
2. continue learning the program
3. continue reflecting on the process

This portion of the Roadmap includes tools, Challenges and activities to help the team begin development of its Team Challenge solution. As the team progresses toward tournament season, make sure everyone continues to learn the rules, procedures and format of the Destination Imagination program. The team should be reminded that the quality of creative ideas is a product of the quantity of creative ideas. Also keep in mind that the Instant Challenges incorporated in this stage often require more materials than those in the first stage.

As in the first stage, be encouraging and guide the team through the sessions. We invite you to document your team's progress in this Roadmap, for your team can benefit later from having such a detailed record—both in regards to this program and for sentimental reasons.

Also, when provided, remember to take time and ask the team processing questions after activities and Instant Challenges. This important reflection time will make the Challenges more impactful for the team. All the learning moments that take place during your time together will be reinforced and, over time, the team will internalize this learning.



## STAGE 2: SESSION 1

### Things To Do Before The Session

#### Gather Materials

set of markers	4ft (1.22m) of string	2 plastic cups
scissors	2 paper cups	3 craft sticks
stack of plain white paper (about 15 sheets)	2 pieces of paper	2 sheets of colored paper
pencils and pens	4 pencils	1 sheet of newspaper
stopwatch/timer	1 piece of foil	6 mailing labels
tape measure	4 straws	4 clothespins
10 toothpicks	2 rubber bands	6 paper clips
4 plastic spoons	blackboard, whiteboard or flip chart (and something to write with)	2 trash bags
4 mailing labels	2 paper plates	1 medium beach ball
24in (60cm) of string	2 pipe cleaners	1 plastic cup (16oz)

#### Print Copies

print a copy of "On the Ball"
print a copy of "Hidden Treasure"
print a copy of "ABC Brainstorming"

**ACTIVITY: 1****ON THE BALL****Instant Challenge**

Your TASK is to use the materials to build a freestanding tower that is as tall as possible on top of a beach ball.

**Time**

You will have up to 2 minutes to discuss strategy, and then up to 5 minutes to build your tower.

**Setup**

In the center of the room is a beach ball resting in a 16oz cup for stability. There is also a table with materials that you may use to build your tower.

**Procedure****Part One (2 minutes):**

Discuss strategy. During this part of the Challenge, you may NOT touch any of the materials.

**Part Two (5 minutes):**

Use the materials to build a freestanding tower that is as tall as possible that rests on top of a beach ball.

In order to receive score, the tower must be built on top of the beach ball, but may not be connected to it. It may NOT touch the floor.

You will be warned when you have 1 minute remaining, and 30 seconds remaining in Part Two.

**Materials**

- 10 toothpicks
- 4 plastic spoons
- 4 mailing labels
- 24in (60cm) of string
- 2 rubber bands
- 6 paper clips
- 2 paper cups
- 2 pieces of paper
- 4 pencils
- 1 piece of foil
- 4 straws

**The mailing labels may NOT be attached to the floor.**

**Scoring**

- A. 20 points if you have a tower built on top of the beach ball at the end of Part Two.
- B. 1 point (40 points maximum) for each inch (2.5cm) of height of your tower at the end of Part Two.
- C. Up to 20 points for how creatively you use the materials.
- D. Up to 20 points for how well your team works together.

**Processing Questions**

- What kind of issues did your team encounter when you built your tower on a rounded surface?
- Did you need all of the provided materials? What other kinds of materials could you have substituted for the ones you actually used?



## ACTIVITY: 2

# ABC BRAINSTORMING

“ABC Brainstorming” is a thinking tool that can help teams create ideas. For a refresher on the creative process, please refer to that section of Roadmap. By forcing teams to think differently than they would if thinking freely, thinking tools can help your team discover options they might not have created, or select ideas they might not have considered.

In this ABC Brainstorming session, have the team draw the grid below on a blackboard, whiteboard or a flip chart. Then create ideas that start with each letter. Try to address a simple problem, one to which the team is not particularly attached, so the team can work for fluency of ideas. For example, what are different functions that a chair might serve? How about a ballpoint pen? Strive for as many ideas as possible, and try to fill in every letter. Later, when your team is more comfortable with the technique, it can use this tool to create ideas for the Team Challenge.

Letter	Idea	Letter	Idea
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

**ACTIVITY: 3****HIDDEN TREASURE****Challenge**

Present a PERFORMANCE in which your team is searching for hidden treasure and you encounter 3 “obstacles.” For the purpose of this Challenge, an “obstacle” is something that slows your team down from finding the treasure.

**Time**

You will have up to 5 minutes to use your IMAGINATION to plan your PERFORMANCE and up to 2 minutes to present your PERFORMANCE to the Appraisers.

**The Scene**

Your team is searching for some hidden treasure. Along the way, you encounter 3 “obstacles.” Your team manages to get through each “obstacle” and ends up finding the treasure.

**Part One (5 minutes):** Plan your PERFORMANCE. You will be given 2 sheets of paper to write down 2 of the 3 obstacles that you will encounter on the way to the treasure. At the end of Part One, you must give one of these sheets to the Appraisers.

**Part Two (1 minute):** Your Team Manager will give you the third obstacle that he or she has created. You will have 1 minute to add this obstacle and a solution for it to your presentation.

**Part Three (2 minutes):** Present your PERFORMANCE to the Appraisers. Don’t forget to show them what the hidden treasure is!

**Materials**

A piece of paper and a pencil will be available for your team to use as you plan your PERFORMANCE.

**Scoring**

- A. 10 points (30 points maximum) for the creativity of each of the “obstacles” and how your team gets through them.
- B. 20 points for the creativity of the hidden treasure.
- C. 30 points for the creativity of your PERFORMANCE.
- D. 20 points for how well your team works together.

**Processing questions**

- How did your team respond to the surprise obstacle created by your Team Manager? What did you do well to handle it and what could you have done better?
- Do you think the surprise obstacle made your performance better? Why or why not?
- How has your teamwork changed since your first Instant Challenge? Have you defined team roles? Are you finding team roles to be helpful?

**ACTIVITY: 4****REFLECTING AND THE ROAD AHEAD**

In this stage, your team will create the ideas that will later be directed and applied toward your Team Challenge solution. To score well at a tournament, your team needs to get comfortable with the creative process, particularly as it relates to Challenge solutions.

In the Instant Challenge portion of the program, your team will have minutes to develop a solution, without knowing beforehand what the Challenge will be. Have the team take time to discuss how they might incorporate the creative process in Instant Challenges. What are ways you might more effectively approach a Task-based Challenge? How about a Performance-based Challenge? How might you ensure that you are considering as many ideas as possible in a short timeframe?

In the Team Challenge portion of the Destination Imagination program, your team will have weeks to develop your solution before presenting it at a tournament. What are ways that your team can better employ idea creating and idea directing in the long term? How might you better communicate to allow greater fluency of ideas? How might you encourage your soft-spoken team members to create?

Use this discussion to close the session, and write some of the team's discussion points below.

Remember, this stage is focused on creating, incubating and researching ideas. In this stage, try to direct the team's creative energy to the Team Challenge and let them discuss different approaches. Be sure to use thinking tools to help the team with the process.

## STAGE 2: SESSION 2

### Things To Do Before The Session

#### Gather Materials

a prize for "Race for Fluency"	6 boxes
pens and pencils	4 balloons
markers	4 large craft sticks
stack of plain white paper (about 15 sheets)	3 sheets of newspaper
stopwatch/timer	2 paper plates
a roll of masking tape	2 pieces of foil
30 index cards	

#### Print Copies

print a copy of "CLOWNsortium"
be aware of the setup for "CLOWNsortium"
be aware of the setup for "Mix and Match"



**ACTIVITY: 1****RACE FOR FLUENCY**

Start this session on a high-energy, creative note! First, split your team into two separate teams. Next, give each new team a few sheets of paper and a pencil.

Tell the new teams you will pose a problem, and then the teams will race to create 30 ideas that could potentially solve the problem. The first team to hand a list of 30 ideas to the Team Manager wins a prize! (If you're worried about being fair, the prize can be as simple as bragging rights.)

When the teams are ready, ask: "How might you use a paper clip in a skit about a clown?"

Remember: the goal is for teams to get used to creating as many ideas as possible. In idea creating, the team should not judge ideas, but rather record them for later consideration. Right now, each idea is simply an option.

Keep all of the team's ideas somewhere safe! You will reuse the list in the "About Directing Ideas (or Critical Thinking)" activity.

After the teams are finished, have them share their ideas. How many ideas were on both lists? How many were only on one team's list? How might you have used a thinking tool? What can your team take from this activity?

**ACTIVITY 2:****CLOWNSORTIUM****Challenge**

Your TASK is to develop a non-verbal communication system and then use this system to help clowns get to their correct workshop at the CLOWNvention.

**Time**

You will have 5 minutes to use your IMAGINATION to develop a non-verbal communication system. You will have 3 minutes to use this system to sort Clowns for a score.

For the purposes of this challenge “non-verbal” means team members may not use sounds or words to communicate.

**The Scene**

OH NO! The clown bus has toppled just outside the annual CLOWNvention! Disoriented from the crash, 30 clowns need your team’s help to get from the bus to their assigned workshops.

**Setup**

On one side of the room, there will be six taped boxes that represent each of the clown workshops: Make-up, Jokes, Costumes, Big Shoes, Wigs and Funny Noses. On the other side of the room, there will be a list that outlines which workshop each clown should be sorted into.

**Procedure**

**Part One (4 minutes):** Using only the materials provided, you are to develop and practice a non-verbal communication system. Your team will be given a practice list that will have the number of clowns that belong in each of the 6 available workshops. During Part One, team members may talk to each other and look at the clown list. The clowns will be represented by index cards and the workshops will be represented by six labeled and taped squares.

**Part Two (1 minute):** Your team will divide into two groups: Signalers and Clown Helpers. At the end of Part Two, the Signalers will be given a new clown list and the Clown Helpers will be given 30 index cards to sort.

**Part Two (3 minutes):** Signalers will use the provided list and your team-created non-verbal communication system to aid the Clown Helpers in placing the clowns into their correct workshops. No team members may talk during this time and only Signalers may look at the clown list.

**Materials**

- 3 Styrofoam cups
- 4 balloons
- 4 craft sticks
- 2 rubber bands
- 2 pencils
- 3 sheets of newspaper
- 4 straws
- 2 paper plates
- 2 pieces of foil



## ACTIVITY 2:

# CLOWNSORTIUM (CONT'D)

### Appraiser Materials

- Tape, one for each of the 6 workshops
- 30 index cards (may not be altered)
- Marker for writing
- Practice clown list and scored clown list

### Scoring

- A. Up to 60 points (2 per card) for each correctly placed clown in Part Two
- B. Up to 20 points for how creative your signaling system is
- C. Up to 20 points for how well your team works together

### Setup

Six taped boxes that are located on the side designated for Clown Helpers.

Table of materials in front of Signalers.

#### Practice sheet:

- Make-up: 4
- Jokes: 6
- Costumes: 1
- Big Shoes: 8
- Wigs: 3
- Funny Noses: 8

#### For score:

- Make-up: 2
- Jokes: 4
- Costumes: 9
- Big Shoes: 1
- Wigs: 3
- Funny Noses: 11

### Processing Questions

- Did you find the materials useful in developing your non-verbal communication system? How else could you have used them?
- How successful was your non-verbal communication system? Did you find yourself thinking in different ways without the use of words to convey your ideas?
- How could you use the skills you learned in this Challenge in future situations?

### ACTIVITY: 3

## MIX AND MATCH

The Mix and Match tool, sometimes called “morphological analysis,” links ideas or attributes together in a random manner to create numerous and original options. Using this tool, different attributes are created in a number of columns. By randomly selecting one idea from each column, the team can create hundreds of combinations that may inspire many varied new ideas to research and explore.

To start, get ten slips of paper and number them sequentially from 1 to 10. To use the tool, draw a graph with five columns. The first column lists numbers from 1 to 10. The heading for each of the remaining four columns should be labeled with different categories for which the team wants to create possibilities.

For today, have the team create ideas for a possible storyline for a skit. Use the categories provided. Create enough ideas to fill the column under each category. Afterward, randomly choose one number for each category by using the number slips. By combining those four choices, your team will have created a new idea for a storyline.

Try to revisit this tool as your team faces different problems. Adjust the columns, in number and category, as necessary. Later, you can use this tool to create ideas for elements of your Team Challenge.

	Hero	Villain	Conflict	Setting	Humorous Twist
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**ACTIVITY: 4****CREATING IDEAS FOR THE TEAM CHALLENGE**

In this stage, the team will need to start concentrating on the Team Challenge it selected in the first stage. In particular, the team needs to create as many ideas as possible related to the Team Challenge.

First, the team needs to revisit the basic requirements of the Challenge. A solid understanding of the Challenge is important before you create ideas for a solution. Make sure the team writes the Points of Interest for the Team Challenge somewhere visible, so team members can refer to them easily. It will also help the team to review any notes or team rewrites from the first stage centered on understanding the Challenge.

Next, the team needs to create ideas on ways to solve the Challenge. Create ideas for each Point of Interest separately. The team can use simple brainstorming and other thinking tools as necessary. Again, the team should concentrate on fluency. **Do not judge ideas in this stage of the process.** Simply record all ideas, so your team doesn't forget a potentially stellar option.

It is very important to promote an environment that encourages all types of thinking and respects every team member's voice. When individuals work well together, they are capable of much more than any single team member.

Your team should continue creating ideas until it can't create any more. It's much better to have a large quantity of ideas when you move into the idea directing stage. For the remainder of this stage, we'll provide methods for the team to research and incubate ideas.

The team should take this process seriously, but don't let them forget to have fun. Some Team Managers provide their teams incentives (e.g., snacks or prizes) for positive team interactions, off-the-wall ideas, or great performances. This encourages team members to be open and engaged.

**ACTIVITY: 5****WATCH PRESENTATION EXAMPLES**

Your team may benefit from watching team Presentations from past tournaments to see how teams approach Challenges. You may be able to find Presentations from past seasons that teams have posted on online video sites like YouTube.

Watching other team Presentations can help both new and old teams understand what may be expected of them at the tournament. When watching, make sure the team remembers the rules of Interference. Team Presentations should be viewed in a broad sense—what they look like, how the teams perform, what the Presentation Sites look like—rather than be viewed for the purpose of repurposing another team's ideas. What did the team learn from watching Presentations?

## STAGE 2: SESSION 3

### Things To Do Before The Session

#### Gather Materials

4 paper clips	6 straws
2 pieces of paper	2 corks
4 mailing labels	1 plastic bowl
4 pipe cleaners	2 Styrofoam cups
2 small plastic bottles	4 craft sticks
36 in (90cm) of string	1 plastic glove
pens and pencils	2 wooden blocks
markers	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)

#### Print Copies

print a copy of "Floating Bridge"
consider providing Internet access for "Clarifications"
print a copy of "Know-Want to Know-Learned" Chart

**ACTIVITY: 1****TITLES**

To get this session started on a fun note, try this activity. So far, your team has finished a variety of activities and Instant Challenges, and it has also started to work on its Team Challenge. Each team member has undoubtedly contributed in some way or another. Here's a chance to acknowledge and poke fun at team member roles!

First, list all of the team members' names somewhere visible. Then have the team take time to think up titles for team members based on their roles on the team. Remember that sometimes team members serve different roles at different moments. For example, your titles could be "Drama Queen," "Stage Director," "Lead Engineer," "Playwright," "Resident Superhero" or "Class Clown!"

Make sure that everyone is included in this process, and use this as a chance for the team to bond and have some fun. If one team member has a title, then so should the rest of the team. Titles don't have to be permanent, so feel free to let them evolve as the team moves through the season. Write down your team titles here!

**ACTIVITY: 2****FLOATING BRIDGE****Instant Challenge**

Your TASK is to build a floating bridge and then transport Ping-Pong balls over the bridge across a tub of water.

**Time**

You will have up to 5 minutes to use your IMAGINATION to build your bridge and practice transporting Ping-Pong balls across the bridge, and up to 2 minutes to transport Ping-Pong balls for score.

**Setup**

In the center of the room is a tub of water representing a lake. On either side of the tub are wooden platforms representing land. There is also a table with materials you may use to build a bridge, along with 10 Ping-Pong balls.

**Procedure**

**Part One (5 minutes):** Use the materials on the table to build a bridge and then transport Ping-Pong balls over the bridge across a tub of water. The bridge must be held up by at least 1 support floating in the water. It must connect both of the wooden platforms. In Part One, you may practice transporting balls from one platform to another. However, at the end of Part One, all of the Ping-Pong balls must be returned to the table.

**Part Two (2 minutes):** Transport Ping-Pong balls for score. In order to receive score, the Ping-Pong ball must be released above one of the wooden platforms and travel the length of the bridge to the other wooden platform. When transporting balls over the bridge, the Ping-Pong ball may only touch the bridge. If you did NOT finish building your bridge in Part One, you may continue in Part Two. However, once the 1st Ping-Pong ball has been released, you may NOT touch the bridge again. Each ball may be released only once.

**Materials**

- |                     |                    |                           |
|---------------------|--------------------|---------------------------|
| • 4 paper clips     | • 4 mailing labels | • 2 small plastic bottles |
| • 6 straws          | • 1 plastic bowl   | • 4 craft sticks          |
| • 2 pieces of paper | • 4 pipe cleaners  | • 36in (90cm) of string   |
| • 2 corks           | • 2 Styrofoam cups | • 1 plastic glove         |

The mailing labels may NOT be attached to the plastic bowl or bottles. In addition, you will have 10 Ping-Pong balls.

**Scoring**

- 20 points if you have a bridge between the 2 wooden platforms at the end of Part One.
- 4 points (40 points maximum) for each Ping-Pong ball that is transported successfully across the bridge in Part Two.
- Up to 20 points for how creatively you use the materials.
- Up to 20 points for how well your team works together.



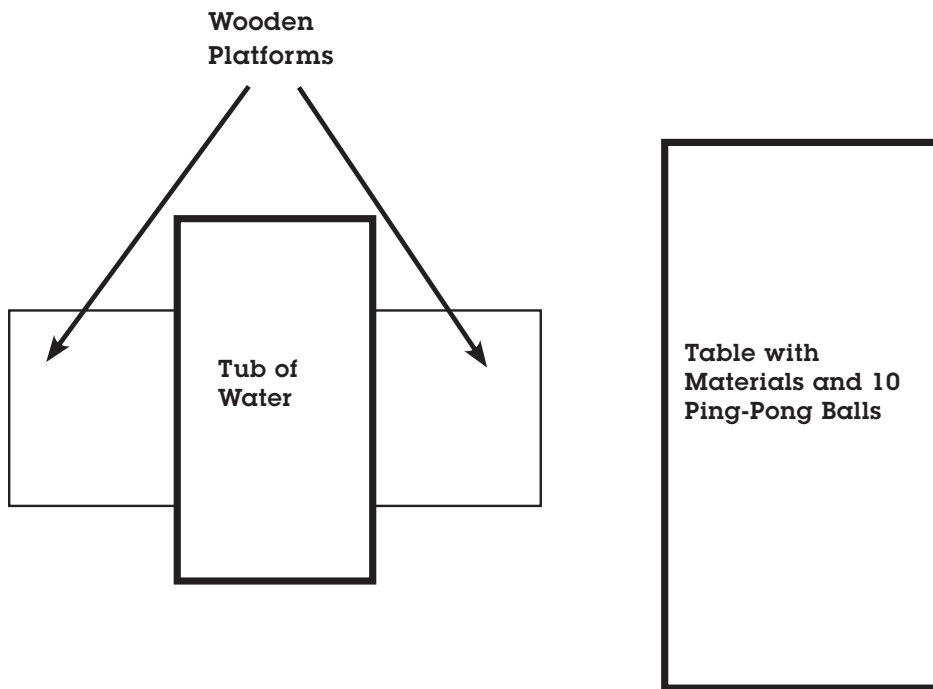


## ACTIVITY: 2

# FLOATING BRIDGE (CONT'D)

### Team Manager Setup

1. The setup consists of a tub of water in the center of the room. On opposite sides of the tub are 2 wooden platforms that are at least as high as the tub. In addition, there is a table with materials and 10 Ping-Pong balls.



2. Several towels and a mop will be needed to keep the floor dry.

### Processing Questions

- What were the strengths and weaknesses of the design of your bridge?
- What did you use to make your bridge float? Did it work?
- Were there materials that were better suited for the water than others?
- How did your teamwork affect your team's bridge design?



### ACTIVITY: 3

## INQUIRY

After your team has created as many ideas as possible, the team should perform research and observation to learn more about each created option. Research can give the team a better understanding of each idea, which can make the team more efficient when it starts directing ideas down to the most viable options.

One of the strategy tools your team can use is the “K-W-L Chart.” This chart can serve as a graphic organizer to help organize, and document your team’s research efforts. First, use a large surface (e.g., a blackboard, whiteboard or flipchart) to list all the information known about the idea under K (Know) column. Then list all the questions the team has under the W (Want to Know) column. As the team gains information and learns new things, list all the facts in the L (Learned) column. Below is a sample chart.

Know	Want to Know	Learned

You may need to establish rules as the team begins to research information on its own. Rules of the Road features information regarding Internet safety.

Keep the K-W-L Chart for future reference. For now, it can keep track of the types of knowledge the team needs to acquire. Later, you’ll find it details what the team has learned over the course of a season!

**ACTIVITY: 4****CLARIFICATIONS****Team Clarifications**

As teams develop their solutions to the Team Challenges, they often run into sections of the Challenges that they find particularly unclear or don't understand at all. If your team runs into such a problem, it can ask for a Team Clarification. Take the time to make sure your team knows this process. If you have computer access for this session, you can even have them go online to see the process.

Your team may ask up to 10 questions of the International Challenge Masters (ICMs) for your Team Challenge. The ICMs will answer your team's questions and send the answers directly back to you. The question and answer will not be shared with any other team. The deadline to ask for Team Clarifications is February 15, 2014.

**Published Clarifications**

When the International Challenge Masters feel there is an issue about a Team Challenge or Rules of the Road that all teams should know about, they write a Published Clarification. A Published Clarification supersedes Rules of the Road and the Team Challenge, as well as a Team Clarification. Every team is expected to know the Published Clarifications for its Challenge.

Have you been checking for Challenge-specific Published Clarifications online? Does your team have a question about the Challenge that they need to have answered by an International Challenge Master? To check Published Clarifications or to ask for a Team Clarification, please visit [DestinationImagination.org](http://DestinationImagination.org).

**To Ask For A Team Clarification**

1. Visit the Destination Imagination website at [DestinationImagination.org](http://DestinationImagination.org).
2. Scroll your mouse over the "Challenge Program" tab, and then click "Clarifications" in the scroll down menu.
3. Choose your Team Challenge in the menu on the right.
4. First read all Published Clarifications for your Team Challenge. If your question is not answered in a Published Clarification, scroll down to the "Ask a Team Clarification" link and follow the instructions.

All Team Clarifications are confidential between the team and International Challenge Masters. The team's ideas will not be shared with any other team. Keep in mind your team can only ask one question per Clarification request, and your team can only ask a total of ten Clarification questions.

Make sure your team refers to Rules of the Road for further information about Clarifications. Also make sure team members understand they can only ask ten Clarification questions in total.

## STAGE 2: SESSION 4

### Things To Do Before The Session

#### Gather Materials

	1 egg carton
	1 spatula
	1 empty milk carton
	1 sheet of newspaper
	3 mailing labels
	2 sheets of paper
	pens and pencils
	markers
	stack of plain white paper (about 20 sheets)
	blackboard, whiteboard or flip chart (you can use plain paper in a pinch)
	stopwatch/timer

#### Print Copies

	print a copy of "Toothbrushes Be Gone!"
	print a copy of "Researching Together"

**ACTIVITY: 1****THREE THINGS**

To get started for this session, have team members take time to think about some of the activities they've done so far. At this point in the season, each team member has undoubtedly had an impact on the team in some way or another. Use the first activity to help them remember and acknowledge the positive strides the team has made.

First, give team members their own sheets of paper and writing utensils. Have each team member write his or her teammates' names somewhere on the paper, and write three positive things under each name. The three things can be funny moments, great ideas, positive qualities, surprising showcases of talent, or whatever else the team members want to highlight. Then have all of the team members share their items with the rest of the team.

Taking time to acknowledge each other is an important part of becoming a great team. When conflicts arise, it can help the team to recall all of the shared experiences over the last few weeks. It can also help the team better define individual strengths and how to best apply them toward solutions.

**ACTIVITY: 2****TOOTHBRUSHES BE GONE****Challenge**

Present a humorous PERFORMANCE that features a new device for brushing your teeth.

**Time**

You will have up to 4 minutes to use your IMAGINATION to plan your PERFORMANCE and up to 2 minutes to present your solution to the Appraisers.

**The Scene**

Brushing your teeth is an everyday necessity. But one day, all of the world's toothbrushes mysteriously vanish, and it's your team's responsibility to create a new device for brushing teeth. Create and present a humorous PERFORMANCE that convinces an audience why this new device is the best new solution for brushing and cleaning teeth.

**Materials**

- 1 egg carton
- 1 spatula
- 1 empty milk carton
- 1 sheet of newspaper
- 3 mailing labels
- 2 sheets of paper
- markers

**Scoring**

- A. Up to 20 points for the creativity of your PERFORMANCE
- B. Up to 20 points for the humor of the PERFORMANCE
- C. Up to 20 points for the creativity of your new tooth-brushing device
- D. Up to 20 points for your creative use of materials
- E. Up to 20 points for how well your team works together

**Processing Questions**

- What are some other solutions that your team could have come up with? Did you consider any other solutions or just stick with the first one you thought of?
- Did you try using a creating or directing tool to help you come up with PERFORMANCE options?
- Did everyone contribute evenly to the solution? Were roles assigned to complete the solution? Do the same team members seem to be assuming the same roles for each Challenge?



### ACTIVITY: 3

## RESEARCHING TOGETHER

As the team continues researching options together, it will become more important that they consider efficiency in their research. To help, the team can use the “What – Who – When – How (WWWH)” strategy tool. Your team can use this tool in tandem with the K-W-L Chart, but the team is not required to do so.

To use the WWWW tool, list items that the team wants to research in the “What” column. Team members then volunteer to research and learn about each item. The team member who volunteers for each “What” is listed in the “Who” column next to the item, and commits to a time when the research will be finished. All the team members then suggest ways to conduct the research in the “How” column.

What	Who	When	How

This tool can help the team by also serving as a way to promote discussion. After the team members do their research, have them share what they learned and whether they think it will help them with a Challenge solution.

#### ACTIVITY: 4

## REFLECTION

Allot some time for your team to catch up before you move into the third stage. Here are some things to do if you haven't already done them:

- Review the activities you've done in Roadmap. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?
- Ask the team whether they are comfortable with the number of ideas they have created in this stage. They should have strived for fluency, and they should have more ideas than they know what to do with. Have they explored as many options as they can think of? Are there other ways to encourage different ideas? Have they spent time trying to create ideas that seem utterly crazy at first? The more ideas the team has by the third stage, the better.
- Review Rules of the Road. It is very important for the team to have a clear idea of the program rules. There are also important forms and procedures that both the Team Manager and the team should review before the team digs into its Team Challenge solution.

Use this space to make a few notes or include a picture!



## GOALS

1. work on the team challenge
2. prepare for the tournament
3. register for your tournament

This portion of the Roadmap includes tools, Challenges and activities to help the team continue to develop its Team Challenge solution. In this stage, your team will learn to direct its created ideas into workable solutions. However, keep in mind that problem solving is a fluid process, and your team will constantly go back and forth between idea creating and idea directing. As a matter of course, sessions for this and following stages will prescribe fewer activities: this is so the team can concentrate on its Team Challenge solution.

In this stage of the process, your team may experience conflict. The act of directing ideas requires judgment and selection, and team members sometimes have difficulty separating judgment of ideas from judgment of character. It is important for the team to process conflict as it happens: conflict can be an important part of becoming a team. As the Team Manager, continue concentrating on the process and helping your team progress toward a tournament. To help, we've provided some activities and discussion points that direct on conflict.

## STAGE 3: SESSION 1

### Things To Do Before The Session

#### Gather Materials

5 paper cups	48 inches (120 cm) string
5 plastic cups	10 rubber bands
10 straws	2 sheets of paper
10 pencils	10 mailing labels
2 golf balls	10 sets of weights
set of markers	blackboard, whiteboard or flip chart (and something to write with)
stack of plain white paper (about 20 sheets)	roll of masking tape
pencils and pens	cardboard box (any type and size)
stopwatch/timer	2 pairs of scissors
tape measure	

#### Print Copies & Prepare For Setup

print a copy of "Create-A-Crane" for the team
review "Directing Ideas (or Critical Thinking)"
find the team's list of ideas from "Race for Fluency"
print a copy of "Choice Helper"

**ACTIVITY: 1****OTHER PEOPLE'S IDEAS**

In this stage, team members will need to learn to judge ideas in the best interest of the team. Use this activity to promote open discussion and consideration of ideas. First, place a cardboard box somewhere visible in front of the team. Then, ask the team to create as many ideas as they can for how they might use the box in their Team Challenge solution. Each team member must create at least three ideas.

After the team is done creating, have each team member select two favorite ideas from the list. Team members may not select their own ideas. They must say why they like the ideas they chose.

Why is it important for team members to compromise? What can they gain by making sure that everyone is involved? What are some ways they can make sure that everyone is heard? What are some ways they can voice their concerns if they don't feel they're being listened to? Write some ideas here!

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**ACTIVITY: 2****CREATE-A-CRANE****Challenge**

Your TASK is to build a structure that is like a crane and that can hold as much weight as possible. For the purpose of this Challenge, a crane is a structure that has an arm extending out horizontally in the upper half of the structure.

**Time**

You will have up to 6 minutes to use your IMAGINATION to build your structure and practice adding weights, and then up to 1 minute to add weights to the structure for score.

**Setup**

In the center of the room is a table with materials you may use to build your structure.

**Procedure****Part One (6 minutes):**

Use the materials to build a structure that is like a crane. Your structure should have an arm that extends out horizontally in the upper half of the structure. Your structure may NOT be attached to anything. You may practice adding weights to the arm during this part of the Challenge. At the end of Part One, all weights must be removed from the structure.

**Part Two (1 minute):**

Add sets of weights to the arm of the structure for score. Sets of weights must be added one at a time and must remain suspended in the air for 3 seconds before the next set of weights may be added. You may NOT touch the structure once you begin to add weights. Time will end if any of the weights that you add touch anything besides the arm extending from the top of the structure. If you do not have a structure with an arm at the end of Part One, you may continue building in Part Two. However, you may NOT add any weights until you have a structure built like a crane with an arm extending out horizontally near its top.

**Materials**

- 5 paper cups
- 1 48in (120cm) piece of string
- 5 plastic cups
- 10 rubber bands
- 10 straws
- 2 sheets of paper
- 10 pencils
- 10 mailing labels
- 2 golf balls

In addition, you will have 10 sets of weights. The golf balls may NOT be damaged.



## ACTIVITY: 2

# CREATE-A-CRANE (CONT'D)

### Scoring

- A. 20 points if you have a structure built like a crane at the end of Part One.
- B. 4 points (40 points maximum) for each set of weights held by the structure in Part Two.
- C. Up to 20 points for how creatively you use the materials.
- D. Up to 20 points for how well your team works together.

### Appraiser Setup Only

1. The setup consists of a table with materials and 10 sets of weights. "Weights" in a home setting can refer to any set of objects that weigh the same amount. In a competition setting, they will be replaced with small metal objects (usually washers or other objects of that nature). We suggest six 6in (15cm) nails connected by a rubber band.
2. The crane may extend over the edge of the table

### Processing Questions

- Which section of the Challenge gives you the most points? When you were planning, did you keep this in mind?
- Did your structure resemble a traditional crane? Do you think your approach was the best one to hold the most weight?
- If you practiced, how did this help? If you didn't practice, would it have helped to do so?

**ACTIVITY: 3****ABOUT DIRECTING IDEAS**

In this activity, take time to review “Directing Ideas (or Critical Thinking)” with the team. It is important for the team to understand the general principles of idea directing before they become active in that part of the process. After you have provided an overview of directing ideas, have the team think of different ways they can take their created ideas and direct them. Can the team think of five different ways to select ideas fairly and constructively?

Next, have the team split up into the same two teams from “Race for Fluency”. Then return their lists of ideas to each team. (If you didn’t save the lists, have the teams complete a similar exercise by answering the question: “What are 30 different ways you could use a ballpoint pen in a skit about a school bus?”) Ask each team to direct their ideas down to 5 workable solutions. Do not race for this part of the exercise.

By practicing on a list of ideas to which the team is not particularly attached, the team can learn to direct ideas. Allow them time to process the experience, and also make sure they discuss how to apply the lessons learned from this activity in the future.



#### ACTIVITY: 4

### CHOICE HELPER

One way the team can choose ideas is by using "Choice Helper." Keep the same teams from the last activity, and concentrate on the same problem posed in the last activity. Give each team a few pieces of paper.

Choice Helper is a matrix that helps the team to assess ideas according to factors the team members consider important. Choice Helper allows the team to narrow its choices and to evaluate options in an orderly manner.

1. To use the matrix, the team first lists ideas down the left side of the matrix. For example, if a team has six different options for a prop to make, it would list the six options on the left side of the matrix.
2. Then the team lists criteria across the top of the matrix that are important in choosing the best ideas. Using the same example, the team might decide that low cost, easily available materials, needed skills, building time and uniqueness are the criteria it will use to judge each prop. (Use these criteria, or have the teams make up their own.)
3. The team then assigns a ranking scale with which they can assess each option for each criterion (e.g., 1=fair, 3=average, 5=great).
4. Then the team should consider each idea, one at a time. Each team member will work down each column to rank each option for the same criterion. Then they should go to the next criterion. (Doing it this way will reduce the possibility that a team member will be affected by how others ranked criteria.)
5. When each team member has ranked the options for each criterion, the points are averaged. The results can direct the team's discussion until they can come to an orderly and well-considered decision.

Option	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
1.						
2.						
3.						
4.						
5.						

Make sure the team understands how to use this tool, and also encourage them to return to the tool in the future. How can the team use this tool for its Team Challenge solution?

## STAGE 3: SESSION 2

### Things To Do Before The Session

#### Gather Materials

	10 pipe cleaners		2 sheets of newspaper
	1 ruler		pencil
	5 rubber bands		1 broom
	10 straws		masking tape
	set of markers		pencils and pens
	stack of plain white paper (about 20 sheets)		stopwatch/timer

#### Print Copies

	print a copy of "Your First Tournament-Style Instant Challenge" for each team member
	print a copy of the team version of "Be Efficient"



**ACTIVITY: 1****FAVORITE TV SHOW**

For a quick energizer, ask the team to pick its favorite television show. Then have them work together to perform an episode of the show. The team can either perform its favorite episode, or write its own. Encourage the team to incorporate humor into the performance, and make sure everyone plays a different part.

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**ACTIVITY: 2****YOUR FIRST TOURNAMENT-STYLE INSTANT CHALLENGE**

To save resources, we've presented Instant Challenges slightly differently than your tournament will. Use the next Instant Challenge, "Spelling B," to teach your team about competing in an Instant Challenge at a tournament. Here is how the experience will differ:

1. **"Appraiser":** Appraisers, not Team Managers, present Instant Challenges.
2. **Team vs. Appraiser Copies:** At a tournament, the team will be given a copy of the Instant Challenge that is different from the one the Appraisers have. The team version's instructions are bulleted, so the team can better understand what it has to do.
3. **Materials List:** The team copy also doesn't contain a list of materials. Instead, the materials are listed on a separate document that is taped to a table.
4. **Materials Table:** The materials for the Instant Challenge will always be presented on a table with the team copy of the Instant Challenge and the materials list.
5. **Appraiser Setup:** Appraisers also have instructions on how to set up the Instant Challenge. This helps ensure that the Appraisers maintain the same conditions for each team that competes.

**Note To Team**

You'll complete this Challenge as if you were at a tournament. Remember, the process remains the same. Focus on where score is given, and solve the Challenge as a team.

After this Challenge, discuss the process (as always!), and the Team Manager will let you see his or her copies. Roadmap will return to the one-version-for-all Instant Challenge format. Just remember the differences when you compete at a tournament, and your team will do just fine!

**ACTIVITY: 3****“BE EFFICIENT”****Challenge**

Your TASK is to build a device or devices using the fewest types of materials possible that will help you knock over cups.

**Time**

You will have up to 4 minutes to use your IMAGINATION to build your device or devices and practice, and then up to 2 minutes to knock over cups for score.

**Setup**

In the center of the room is a taped line. On the far side of the taped line are 20 plastic cups. On the other side of the taped line is a table with materials that you may use to build a device or devices to knock over cups.

**Procedure**

- **Part One (4 minutes):** Use the materials on the table to create a device or devices that will allow you to knock over cups. You must use at least 2 types of materials. When knocking over cups, no part of a team member's body may cross the taped line. You may practice in Part One. At the end of Part One, the cups will be returned to their original locations. In addition, you will need to tell the Appraisers how many different types of materials you are going to use to knock over the cups.
- **Part Two (2 minutes):** Knock over the cups for score.

**Materials**

- 10 Pipe Cleaners
- 5 Rubber Bands
- 2 Sheets of Newspaper
- 10 Straws
- 1 Ruler
- 2 straws

**The ruler may NOT be damaged.**

**Scoring**

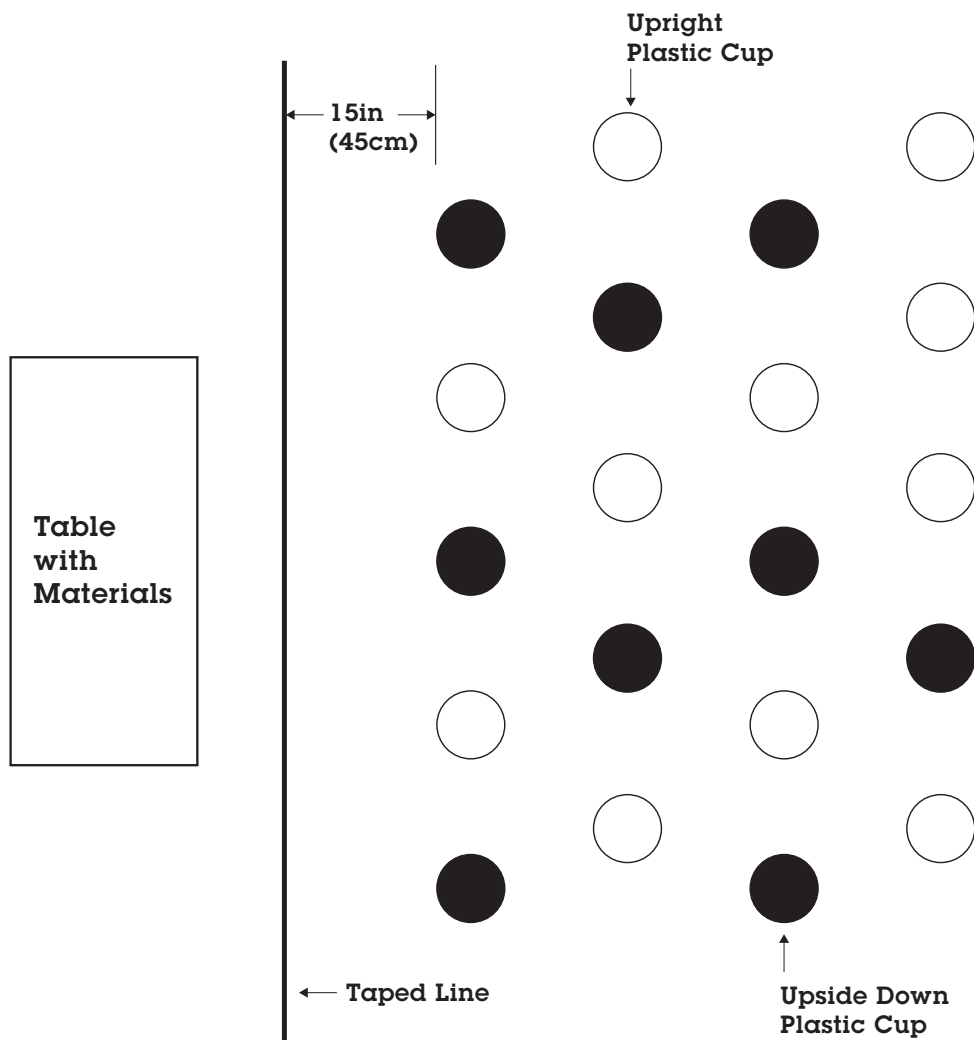
- Variable points depending upon how many cups are knocked down and how many materials are used to build the device or device-es:
- 4 points (80 points maximum) for each cup knocked down if 2 types of materials are used.
- 3 points (60 points maximum) for each cup knocked down if 3 types of materials are used.
- 2 points (40 points maximum) for each cup knocked down if 4 types of materials are used.
- 1 point (20 points maximum) for each cup knocked down if all 5 types of materials are used.
- Up to 20 points for how well your team works together.

### ACTIVITY: 3

## "BE EFFICIENT"

#### For Appraisers Only:

1. The setup consists of a taped line in the center of the room. On one side of the taped line are 20 plastic cups. On the other side of the taped line is a table with materials



**ACTIVITY: 4****CONFLICT**

Your team will experience conflict as it works toward a solution. Conflict is often a necessary step toward progress. Therefore, it is important for your team to learn how to deal with conflict as it arises. As a Team Manager, remember to play the role of facilitator. You should help the team process conflict as it happens, but you should avoid making decisions and judgments for the team. In other words, stay out of the conflict as much as possible: your team will thank you later. For more on conflict, please refer to the team development section of Roadmap for a description of the 5 stages of team development.

In their book **Getting to Yes: Negotiating Agreement Without Giving In**, authors Roger Fisher and William Ury break down conflicts into three components:

1. The Issue: the point, subject or matter of discussion, debate or dispute
2. The Positions: where people stand in relation to the issue
3. The Interests: the underlying concerns, needs or desires

When team members are at a standstill due to conflict, ask them to define the conflict into the three components where everyone can see. The issue and the positions are typically easy for team members to fill in, but they often have trouble with understanding their underlying interests. The act of writing these components can help the team step away from the emotion and get to the reasons for the emotion. In these instances, you can facilitate as necessary. The team needs to learn to discuss their reasoning until the team can come to a collaborative resolution.

For example, if a team is fighting about incorporating a superhero into a skit, the conflict may break down like this:

1. The Issue: Should we include a superhero in our skit?
2. The Positions: Tim thinks a superhero would be a pointless addition to the skit. Steve thinks a superhero would be an awesome addition to the skit.
3. The Interests: Tim doesn't want to confuse the audience and likes the story already. Steve wants to be more involved in the performance, and if he played a superhero, it would command attention.

In this instance, as in most conflicts, the interests of each side were unclear. Try this exercise with your team to help resolve conflict when it arises.

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**ACTIVITY: 5****WORK ON YOUR TEAM CHALLENGE**

At this stage, it's important for the team to focus its attention on the Team Challenge. As there's no guarantee everyone can be available to be together, take advantage of scheduled team sessions and let the team work on its Team Challenge solution. Allow the team to work on its own, but also facilitate as necessary.

**Reflection**

- Has the team made progress toward a solution?
- What skills are required for the team to proceed?
- Does the team need to return to idea creation to have more ideas to work with?

## STAGE 3: SESSION 3

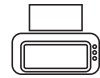
### Things To Do Before The Session

#### Gather Materials

	5 sheets of colored paper		1 egg carton
	7 pipe cleaners		2 boxes
	1 sheet of foil		markers
	5 toothpicks		1 rag
	set of markers		roll of masking tape
	pencils and pens		stopwatch/timer
	stack of plain white paper (about 20 sheets)		

#### Print Copies

	print a copy of the "Paired Choice Analysis Form" for each team member
	print a copy of "Direct Time" for the team

**ACTIVITY: 1****STRANDED**

Use this activity to kick start the team's performance skills. The premise is simple: a snowstorm has trapped office workers (i.e., your team) in their office (i.e., the team's meeting room) for the weekend. Using the materials that are typically found in the room, how will the office workers survive the weekend? Your team will have up to 4 minutes to plan and prepare a performance about the weekend, and 2 minutes to perform.

Crisis often calls for drastic measures and innovation. However, crisis isn't a necessary element of innovation. If your team can learn to view Challenges as opportunities for creativity and fun, then you'll become successful problem solvers. How can the team work to make problem solving more fun? Use this space to write the team's suggestions!

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**ACTIVITY: 2****PAIRED CHOICE ANALYSIS**

Another tool your team can use to direct ideas is the "Paired Choice Analysis (PCA)" tool. This tool is particularly useful when the team has a small number of appealing options and wants to select the most promising one. The tool asks team members to compare and rate each option against every other option. Because the PCA tool also asks team members to number the strength of their preferences, the tool effectively ranks the team's options in order of preference.

For this activity, hand each team member a copy of the form and follow the instructions to run the team through how to use the tool. To see how the PCA tool works, ask the team to create six ideas for main characters in a short skit about a fictional election. Go quickly, and don't put too much emphasis on idea generation. Then ask the team members to fill out their forms using those six options.

The PCA tool can help your team if it has a small number of options and can't choose one to pursue. The individual nature of the ranking process also allows each team member to weigh in on the decision. Additionally, the PCA tool can be changed to suit the team's needs. The team can increase or lessen the number of options. Where could your team have used this in the past? Where can the team use this tool in the future?



## PAIRED CHOICE ANALYSIS FORM

1. First, list your Options here:

Option A: \_\_\_\_\_  
Option B: \_\_\_\_\_  
Option C: \_\_\_\_\_  
Option D: \_\_\_\_\_  
Option E: \_\_\_\_\_  
Option F: \_\_\_\_\_

2. Next, for each pair below, circle the option you prefer, and enter a number in the "Value" column to indicate how strongly you feel about your choice. (3=very strongly prefer, 2=moderately prefer, 1=slightly prefer)

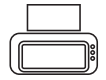
Option	Value	Option	Value	Option	Value	Option	Value	Option	Value
A/B		A/C		A/D		A/E		A/F	
		B/C		B/D		B/E		B/F	
				C/D		C/E		C/F	
						D/E		D/F	
								E/F	

3. Add up each team member's option total score, and then add them all together. Total Scores for:

Option A \_\_\_\_  
Option B \_\_\_\_  
Option C \_\_\_\_  
Option D \_\_\_\_  
Option E \_\_\_\_  
Option F \_\_\_\_

4. Then rank the results! Our top choice: \_\_\_\_\_

2nd choice: \_\_\_\_\_  
3rd choice: \_\_\_\_\_  
4th choice: \_\_\_\_\_  
5th choice: \_\_\_\_\_  
6th choice: \_\_\_\_\_

**ACTIVITY: 3****DIRECT TIME****Challenge**

Create a presentation about a specific date in history.

**Time**

You will have up to 4 minutes to use your IMAGINATION to create and practice your presentation. You will have 2 minutes to perform your presentation for score.

**The Scene**

There are many important dates and times in history. For example, on April 14, 1912, the Titanic sank, and on December 17th, 1903, the Wright brothers flew the first successful airplane. In this Challenge, use your IMAGINATION to picture your team on a specific date in history. Come up with a skit that creatively tells the Appraisers exactly what happened on that day. Your event can be a real one, or it can be completely made up – use your IMAGINATION to decide! Be sure to include where you are (i.e. which country) and why your date is important.

**Materials**

- 5 sheets of colored paper
- 1 egg carton
- 7 pipe cleaners
- 2 boxes (any size)
- 1 sheet of foil
- markers
- 5 toothpicks
- 1 rag (any size and color)

**Scoring**

- A. Up to 20 points for the creativity of your presentation
- B. Up to 20 points for the humor of your presentation
- C. Up to 30 points for the creativity of what happened on your selected date
- D. Up to 10 points for your creative use of materials
- E. Up to 20 points for how well your team works together

**Processing Questions**

- Did your team choose a real or imaginary date? What are the potential benefits and disadvantages of each?
- How specific was your date in history? How did the date in history affect your team's PERFORMANCE? Was it necessary to the PERFORMANCE? Could the skit have happened without it? Why would it be important to make the date in history a central component to the PERFORMANCE?
- How successful is your team with each different type of Instant Challenge? Does the team prefer one type to the others? What are ways your team can improve in those other types?



**ACTIVITY: 4****REFLECTION AND WORK ON YOUR TEAM CHALLENGE**

Again, allow the team some time to work on its Team Challenge solution, and facilitate as necessary. Here are some points for the team to consider:

- Check your team calendar. Are you on track? Have things changed? Should you adjust your timelines or set new deadlines? Have you done any of the fun things you thought of earlier?
- Can you think of your ideal solution? What are ways your team can achieve that ideal?
- Has your team revisited the integration of Team Choice Elements into the Team Challenge?
- Have you checked the Published Clarifications? Have Clarifications changed your team's approach in any way?

Don't worry if your team isn't as far along as you would like them to be. Remember: the value of this program lies in the way it allows teams to solve problems on their own. Each team operates its own way!

## STAGE 3: SESSION 4

### Things To Do Before The Session

#### Gather Materials

	set of markers		3 rubber bands
	stack of plain white paper (about 20 sheets)		3 pieces of paper
	pencils and pens		2 paper cups
	stopwatch/timer		8 mailing labels
	masking tape		4 paper clips
	1 spoon		3 Ping-Pong balls
	1 pair of chopsticks (or pencils)		4 straws

#### Print Copies And Prepare For Setup

	print a copy of "Ping-Pong-athon" for the team
	be aware of the setup required for "Ping-Pong-athon"

**ACTIVITY: 1****BEING A GOOD SPORT**

This game requires at least 2 athletes, 2 judges, a host and a co-host. The first host gets an everyday activity from the Team Manager and that becomes the sport that the “athletes” will be attempting. An example of an everyday activity would be dishwashing or shoe tying. The host speaks with the athletes for a minute and then allows the athletes to begin to warm up.

While the athletes are warming up, the host will throw the commentary over to the co-host who will be joined by an expert. They will talk for a minute and then a team member will act as a buzzer which means the competition has begun. The athletes then pantomime doing the everyday activity in a very physical, intense and often times, a ridiculous way. Once the buzzer ends the period, the athletes debrief with the host and then receive scores from judges.

You may rearrange the roles of team members based on what you wish to accomplish. For example: if you believe the team needs work on communication, it might be useful to have multiple athletes competing and pantomiming in different ways while the commentators remark on various things going on in the scene. You can also create new roles such as a coach to enhance the scene.

**ACTIVITY: 2****PING-PONG-ATHON****Challenge**

Your TASK is to create a device and then use this device to transport Ping-Pong balls from one box to another.

**Time**

Your team will have up to 4 minutes to create a device to transport Ping-Pong balls, and then up to 2 minutes to use the device to move Ping-Pong balls for score.

**Setup**

On the ground are two 1ft x 1ft (30cm x 30cm) taped areas (A & B) spaced 5ft (1.5m) apart from one another.

**Procedure**

**Part One (4 minutes):** Your team will design and build a transport device to move Ping-Pong balls from square A to square B. You may also use this time to test your device.

**Part Two (2 minutes):** Your team will transport Ping-Pong balls for score. You will be scored on how many Ping-Pong balls are successfully transported from square A to square B. Your team may not touch the device or Ping-Pong balls while they are between square A and square B, but your team is allowed to initiate movement of the device while inside a square.

**Materials**

- 1 spoon
- 1 pair of chopsticks (or pencils)
- 3 rubber bands
- 2 paper cups
- 3 pieces of paper
- 8 mailing labels
- 4 paper clips
- 3 Ping-Pong balls

**Scoring**

- A. 3 points (60 points maximum) for every Ping-Pong ball that lands inside the circle.
- B. 20 points for the creativity of your transport device.
- C. 20 points for how well your team works together.

**Processing Questions**

- What approach did your team use to transport the Ping-Pong balls? What are some other approaches that could have worked as well?
- How did you ensure that your transport device would move without your help and that it would be able to move from square to square?
- Did your team try something new and unexpected? Did you stick to methods and uses for materials that you knew worked? What are the advantages and disadvantages of both strategies?

### ACTIVITY: 3

## WORK ON YOUR TEAM CHALLENGE

Again, give your team time to work on its Team Challenge solution. Facilitate as necessary. Here are some points to consider:

- Has your team experienced conflict? What are ways that you can work out conflict when it arises in the future? Can you think of safe words, phrases or activities that would help break the tension so you can direct on the problem?
- What are your team's top priorities?
- Does your team need to acquire any new skills? What are ways to learn the skills needed?

Remember your Interference contracts! Destination Imagination's Interference policy is very important as the team continues to develop its Team Challenge solution. Make sure to facilitate your team's needs, but do not suggest or offer solutions.

### ACTIVITY: 4

## UPKEEP

Allot some time for your team to catch up before you move into the fourth stage. Here are some things to do if you haven't already done them:

- Review the activities you've done in Roadmap. How is your team doing overall? What are the team's strengths at this point in the process? Where might the team improve?
- Is the team effectively directing its ideas into solutions? Can you think of ways to improve this process? It's important to remember that problem solving is a fluid process. Can you think of an instance when your team benefitted from returning to idea generation?
- Review Rules of the Road. Is your team prepared for a tournament? Have you also revisited Clarifications to make sure your solution fits within the guidelines of the Team Challenge?
- As a Team Manager, it is your responsibility to register your team for competition. Each Region and Affiliate has different registration procedures, so you will need to get in touch with a Tournament Director to make sure your team is ready and scheduled for the tournament. Your Affiliate Director can direct you to the right contact person. A full list of Affiliate Directors is available on the Destination Imagination website: [DestinationImagination.org](http://DestinationImagination.org).

Congratulations on completing the third stage! Write any notes or paste a picture in this space!

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## GOALS

1. do your homework
2. inform parents

This portion of the Roadmap is less prescriptive than in earlier stages. At this point, your team should be directed on its Team Challenge and preparing for its performance at a tournament. As you near tournament time, it's important to remember to let the team work at its own pace. Each team operates differently. In this stage, help your team practice and prepare, and remind team members of important deadlines. Also keep in mind that your team may need to do some fundraising to help alleviate travel costs.

## STAGE 4: SESSION 1

### Things To Do Before The Session

#### Gather Materials

1 sheet of paper	10 pencils
5 craft sticks	2 rubber bands
2 pipe cleaners	10 paper clips
5 mailing labels	4 index cards
10 straws	8 wooden blocks (different heights)
set of markers	stopwatch/timer
stack of plain white paper (about 10 sheets)	masking tape
pencils and pens	

#### Print Copies And Prepare For Setup

print a copy of "Horizontal and Vertical" for the team
be aware of the setup required for "Horizontal and Vertical"

**ACTIVITY: 1****SCORE CHECK**

In this stage, your team should be working toward finishing its Team Challenge solution. Team members at this point in the process typically juggle many roles, ideas and responsibilities, and they may feel the stress of the upcoming tournament.

To keep the team on point, ask the team to take time to review the score breakdown of its chosen Team Challenge. Is the team focusing on earning the highest score possible? If not, what elements could use stronger or weaker emphasis? If the team had to finish its solution by tomorrow, on what would it direct most of its energy?

It's important for the team to remember how the Appraisers will award score. By reviewing the score breakdown of the Challenge, the team can better determine how to spend its time and energy. This lesson applies to Instant Challenges too!

**ACTIVITY: 2****WORK ON YOUR TEAM CHALLENGE**

Before the team begins work on its Team Challenge in this session, have team members talk about the progress they've made so far. Do the team members remember their first sessions together? How have they changed since then? What moments do team members remember most?

Take the time to discuss the future. What do team members think will be the biggest obstacles between now and a tournament? What are ways that the team can attack those obstacles, or bypass them? What does each team member hope to accomplish by the end of the season?

Also, make sure your team considers travel. Can your team's materials and props fit into a car, truck or van? How can elements be adjusted to make travel easier?



**ACTIVITY: 3****HORIZONTAL AND VERTICAL****Instant Challenge**

Your TASK is to build 2 freestanding structures that are as tall as possible. One structure will become a bridge that supports the other structure.

For the purpose of this Challenge, "freestanding" means that the structures are not attached to anything.

**Time**

You will have up to 5 minutes to build the structures, and then up to 2 minutes to move the structures to new positions.

**Setup**

In the center of the room is a table with materials and two 12in x 12in (30.48cm x 30.48cm) taped squares. On a second table, stand 2 hardcover books on end, separated by a 12in (30.48cm) gap.

**Procedure****Part One (5 minutes):**

- Use the materials to build 2 freestanding structures that are as tall as possible. Each structure needs to be placed inside one of the taped squares.
- You will be warned when you have 1 minute remaining, and 30 seconds remaining. You must have at least one structure within a taped area at the end of Part One to proceed to Part Two. At the end of Part One, the Team Manager will measure the heights of each structure.

**Part Two (2 minutes):**

- Move the structures into new positions. One of the structures must be turned horizontally to span the gap between the 2 books. The books may NOT be moved.
- The other structure must be placed vertically on top of the first structure so that it is in the center of the gap between the 2 books. You can choose which structure to place horizontally and which to place vertically. Pieces of the structures may fall off as they are being moved to their new positions, but you may NOT rebuild either of the structures.
- Time will end at 2 minutes, or earlier if the team wishes. The second structure must be supported for at least 10 seconds to receive score.

**Materials**

- |                        |                    |                    |
|------------------------|--------------------|--------------------|
| • 1 sheet of newspaper | • 1 pencil         | • 2 envelopes      |
| • 6 straws             | • 2 pipe cleaners  | • 2 plastic spoons |
| • 2 paper cups         | • 3 paper clips    |                    |
| • 3 index cards        | • 4 mailing labels |                    |

**Scoring**

- A. 1 point (40 points maximum) for each inch (2.5cm) of height of your structures at the end of Part One.
- B. 10 points if one structure spans the gap horizontally.
- C. 10 points if one structure sits vertically on top of the horizontal structure in the center of the gap.
- D. Up to 20 points for how creatively you attempt to solve the TASK.
- E. Up to 20 points for how well your team works together.

## STAGE 4: SESSION 2

### Things To Do Before The Session

#### Gather Materials

	7 craft sticks
	6 index cards
	3 nails
	4 plastic cups (16oz)
	6 pencils
	10 straws
	5 plastic spoons
	5 sheets of newspaper
	5 mailing labels
	set of markers
	stack of plain white paper (about 10 sheets)
	pencils and pens
	stopwatch/timer

#### Print Copies And Prepare For Setup

	download and print the Travel Guide for Teams at <a href="http://DestinationImagination.org">DestinationImagination.org</a>
	print a copy of the Tournament Data Form(s) found at the end of the team's chosen Team Challenge
	print a copy of the Tournament Data Form(s) found at the end of the team's chosen Team Challenge
	print a copy of the Declaration of Independence found near the end of Rules of the Road
	print a copy of the Expense Report found near the end of Rules of the Road
	print a copy of "Pieces of Eight"

**ACTIVITY: 1****THE FOLEY OF MAN**

A Foley artist is the person who makes sound effects for movies. Today, your team is going to try your hands at being Foley artists!

The team must separate into two groups: the Foley artists and the actors. Take a few minutes to plan and practice a short performance that incorporates at least 4 sound effects. The subject matter isn't important as long as the performance has a beginning, middle and end. Your Foley artists can use the materials around the room to help make their sound effects. If you want to, reverse roles and try again!

Take some time to get comfortable with performances! Your team won't know the type of Instant Challenge it will face at the tournament. You'll also have to present your solution to a live audience. Work to learn the rhythms of working with your teammates, and build trust in improvisation and presentation!

**ACTIVITY: 2****WORK ON YOUR TEAM CHALLENGE**

As you near the tournament, make sure the team continues to work on the Team Challenge. Between now and the tournament, your team will likely feel a time crunch. Make sure to stay directed on the tasks that your team needs to accomplish, and make sure you practice and develop your Presentation.

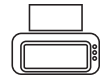
Is your team's calendar up to date? How long does your team have to finalize the Team Challenge solution? Make any necessary adjustments and work together to accomplish your goals!

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### ACTIVITY: 3

## PIECES OF EIGHT

### Challenge

Your TASK is to use the material to build as many towers that are at least 8 inches (20 cm) tall and integrate them into a PERFORMANCE about pirates and a mysterious treasure chest.

### Time

You will have up to 5 minutes to use your IMAGINATION to discuss strategy and build as many towers as possible that are at least 8 inches (20cm) tall, and plan your PERFORMANCE. You will then have up to 2 minutes to present your PERFORMANCE to the Appraisers.

### Setup

In the center of the room is a small box that represents the treasure chest.

### Procedure

**Part One (5 minutes):** Use the materials to build as many towers that are at least 8 inches (20 cm) tall. Plan your PERFORMANCE so it is about pirates and determine what is in the mysterious treasure chest. At the end of Part One, the structures should be placed around in the treasure chest however the team would like.

**Part Two (2 minutes):** Present your PERFORMANCE to the Appraisers. At the end of Part Two, the Appraisers will measure the structures. The treasure chest may not be touched.

### Materials

- 7 craft sticks
- 6 index cards
- 3 nails
- 4 plastic cups (16oz)
- 6 pencils
- 10 straws
- 5 plastic spoons
- 5 sheets of newspaper
- 5 mailing labels

### Scoring

- A. 5 points (35 maximum) for each structure that is a minimum of 8 inches (20 cm) tall
- B. Up to 10 points for the creativity and integration of the mysterious treasure chest into the PERFORMANCE
- C. Up to 20 points for the creativity and integration of the structures into the performance
- D. Up to 15 points for the creativity of the PERFORMANCE
- E. Up to 20 points for how well your team works together

### Processing Questions

- Why did your team choose to integrate the structures into the PERFORMANCE the way you did? Were they a major part of the PERFORMANCE or complementary to the storyline that you created?
- How did your team delegate responsibilities? Did one group of people take over the PERFORMANCE aspect and another group assume responsibility for the TASK? Was this an effective use of your team members' skill sets? Why or why not?

**ACTIVITY: 4****REVIEW THE TRAVEL GUIDE FOR TEAMS**

The Travel Guide for Teams is a resource published annually to help teams prepare for tournaments. It is typically available in January, where you can find it on [DestinationImagination.org](http://DestinationImagination.org) for download. The Travel Guide for Teams provides information about tournament Officials, lists Challenge site procedures and offers sample scoring rubrics. It also provides information related to keeping your team supporters informed.

It's important you understand the procedures of your tournament before you arrive. What is the check-in procedure for your Team Challenge? What is the check-in procedure for Instant Challenge? How is teamwork scored at a tournament? How about creativity?

**ACTIVITY: 5****FILL OUT YOUR PAPERWORK**

Your team will need to prepare and bring copies of all required forms for the tournament. At every tournament level, you will need hard copies of the following forms:

- Tournament Data Form (five copies): A two-page form found at the end of your chosen Team Challenge.
- Declaration of Independence (two copies): Your tournament will require two copies of the team version of this form. It can be found near the end of Rules of the Road.
- Expense Report (one copy): This report verifies the cost of your Team Challenge solution. It can be found near the end of Rules of the Road. (Note: This form is not required for the Improvisational Challenge.)

Take some time to fill out the forms, make copies and keep them in a safe place where you'll remember them! If you are not able to fill out the details entirely, add a date to your team calendar to remind you to fill them out.

Interactive tournament forms are available for download at [DestinationImagination.org](http://DestinationImagination.org). After your team has decided on what it will include on each form, you can enter that information into the interactive form and print it. This will ensure that tournament Officials can read your information, and it will make their job much easier!



## STAGE 4: SESSION 3

### Things To Do Before The Session

#### Gather Materials

1 sheet of newspaper	2 plastic cups (16oz)
6 straws	4 pipe cleaners
4 craft sticks	6 paper clips
4 mailing labels	3 rubber bands
2 pencils	scissors
1 fan	stack of plain white paper (about 10 sheets)
set of markers	pencils and pens
stopwatch/timer	

#### Print Copies

print a copy of "Tower of Power" for the team
review the rules of Interference (in Rules of the Road) for a refresher

**ACTIVITY: 1****CREATE A TOOLKIT**

Be aware that transportation of props, backdrops, technical elements and other Presentation materials can often cause problems. Your team should work on preparing for any potential difficulties before you travel to your tournament. For example, your team could practice disassembling and reassembling props for transport. Additionally, your team should discuss any complex elements that may cause difficulties.

What are the potential elements of your Team Challenge solution that may fail? What tools would be required to fix those elements? What tools do you need for general upkeep and maintenance?

Many teams create travel toolkits for tournaments to help them solve problems on the road. You can pack replacement parts, needed tools and anything else the team may need just in case you encounter any trouble.

Take time to create a list of items to include in your toolkit, and write your list here!

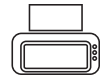
**ACTIVITY: 2****PLAN A DRESS REHEARSAL**

Dress rehearsals help teams polish any rough patches in their solutions. Your team can learn how audiences respond to particular sections of the Presentation, and it can also learn where team members seem to have trouble. It is important for your team to become comfortable with the performance time, setup, audiences and live performance. You can invite parents, friends or other family members to see the show. You can even make it an event!

A dress rehearsal can also be a great chance for the Team Manager to share information with parents or people interested in going to the tournament. If you can, provide tournament information, performance times, travel information and any other information parents may need.

**When performing your dress rehearsal, make sure to remember the rules of Interference!** Inform, or remind, audience members about the rules, and make sure they don't provide input regarding the team's solution. The audience can cheer or celebrate along with the team, but the team's solution is the team's alone. Afterward, the team should discuss its performance on its own.

It is also helpful for the team to create a list of things that could go wrong with the performance. That way the team can prepare for potential mishaps. Additionally, it can be helpful to have the team perform while the Team Manager "sabotages" the performance. The Team Manager calls, "Time Out!" and then can remove an element of the performance by pulling an extension cord from the wall, physically removing an item or doing something similar.

**ACTIVITY: 3****TOWER OF POWER****Challenge**

Your TASK is to build a tower as tall as possible that can withstand the force of the wind created by a fan.

**Time**

You will have up to 6 minutes to design and build your Tower of Power. You will have 20 seconds to see if your Tower of Power can withstand the wind created by a fan.

**Procedure**

**Part One (6 Minutes):** In Part One your team must design and build your Tower of Power. The Tower should be as tall as possible, and it should also be capable of remaining upright during a strong wind. At the end of Part One, your team's Tower of Power will be measured for height.

**Part Two (20 Seconds):** The Tower of Power will be subjected to a fan. At the end of Part Two, the Tower of Power will again be measured for height.

**Materials**

- 1 sheet of newspaper
- 2 plastic cups (16oz)
- 6 straws
- 4 pipe cleaners
- 4 craft sticks
- 6 paper clips
- 4 mailing labels
- 3 rubber bands
- 2 pencils
- 1 fan (for use in part 2)

**Scissors may be used to develop your tower, but they may not be used in your solution.**

**Scoring**

- A. 1 point (25 maximum) per 2 inches (5 cm) of your Tower's height at the end of Part One.
- B. 1 point (25 maximum) per 2 inches (5 cm) of your Tower's height at the end of Part Two.
- C. Up to 30 points for the creativity of your Tower of Power
- D. Up to 20 points for how well your team works together.

**Processing Questions**

- Why do you think your team's tower succeeded or failed? What are 3 elements of the design that stand out most as effective or flawed?
- How well did your team work together? Did everyone contribute evenly? How have your teamwork skills matured from Stage 1 to now?



## STAGE 4: SESSION 4

### Things To Do Before The Session

#### Gather Materials

1 Styrofoam cup	1 paper bowl
1 piece of paper	4 mailing labels
1 paper bag	1 paper plate
1 piece of fabric	1 paper napkin
set of markers	pencils and pens
stack of plain white paper (about 10 sheets)	stopwatch/timer
blackboard, whiteboard or flip chart (and something to write with)	

#### Print Copies

print a copy of "Monochromatic (One Color)" for the team
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**ACTIVITY: 1****MONOCHROMATIC (ONE COLOR)****Challenge**

Your team is to create a PERFORMANCE that is based on one specific color.

**Time**

You will have up to 30 seconds to use your IMAGINATION to choose your color, up to 5 minutes to plan your PERFORMANCE and make props, and up to 2 minutes to present your PERFORMANCE to the Appraisers.

**The Scene**

Sometimes a certain color has a special meaning for people. It might make someone think about a certain mood or emotion. For example, a long time ago, only royalty could wear the color purple; so when people saw something that was purple, they thought of their king or queen. Here's your chance to create new and different meanings for a common color. Your team will have up to 30 seconds to choose a color. You will then be given a box of markers that are only your team-chosen color. You are to plan a PERFORMANCE that is based on the color you have chosen and use the markers and the materials on the table to make props. Your PERFORMANCE must give new meanings to the color you have chosen.

**Materials**

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| • 1 Styrofoam cup  | • 4 mailing labels | • 1 piece of fabric |
| • 1 paper bowl     | • 1 paper bag      | • 1 paper napkin    |
| • 1 piece of paper | • 1 paper plate    |                     |

A piece of paper and a pencil will be available for your team to use as you plan your PERFORMANCE. You will also be given a set of colored markers.

**Scoring**

- A. Up to 25 points for the creativity of the new meanings of the color you have chosen.
- B. Up to 25 points for the creativity of the props.
- C. Up to 30 points for the creativity of your PERFORMANCE.
- D. Up to 20 points for how well your team works together.

**Appraisers Only**

All materials except for the markers should be white.

**Processing Questions**

- Which color did your team choose and why? How did that choice complement or enhance your PERFORMANCE?
- Did you feel that you used time effectively in Part One? Could you have approached the planning differently to complete more tasks in the 5 minutes you were given?
- What were the strengths and weaknesses of your PERFORMANCE? Why were they the strengths and weaknesses? What can your team do differently to make a more well-rounded PERFORMANCE?

**ACTIVITY: 2****LAST LIST**

On a blackboard, whiteboard or flip chart, ask your team to create a list of things they have learned over the course of this season. What is something that your team learned about science? How about something your team members learned about each other? What is something the team learned thanks in part to someone they didn't know beforehand? Create as many items as possible, and make sure your team tries to remember every new piece of knowledge. In stage five, use your list as a centerpiece for your celebration!

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**ACTIVITY: 3****REFLECTION**

Devote the rest of the time for your team to catch up before you travel to a tournament. Here are some things to do if you haven't already done them:

- Make sure your paperwork is complete and you have the correct number of copies of each form.
- Check Published Clarifications to make sure the team's solution is within guidelines.
- Reread Rules of the Road and the Team Challenge. Is the team ready to go? Does the team have everything required?
- Inform parents and supporters about the location and time of the team's Presentation. Organize travel as necessary.
- Practice breaking down, packing and rebuilding your Team Challenge Presentation materials. Use the vehicle(s) you plan on taking to the tournament.
- Review creativity and critical thinking tools.
- Compile your toolkit. (Don't forget the duct tape!)
- Review your budget against Challenge budget amount.
- Smile and have fun!

## GOALS

1. enforce the process
2. celebrate what the team has accomplished
3. thank your supporters

Congratulations on completing the Destination Imagination season. We hope the experience was worth your effort, and we cannot thank you enough for supporting our program!

**GOAL: 1****IMPLEMENT THE PROCESS**

Make sure your team takes time to discuss the process it went through this season. Team members can learn a lot from sitting down to talk.

As the Team Manager, put effort toward promoting discussion and open conversation after the tournament. Your team should be encouraged to talk about any rough patches, successes and stressful moments. Have a team member take notes for next season.

**GOAL: 2****CELEBRATE WHAT THE TEAM HAS ACCOMPLISHED**

Regardless of your team's placement in the tournament, you should emphasize all the team has accomplished over the course of the season. Your team has learned a tremendous amount over the last few weeks, and team members have undoubtedly grown personally. Have a party to celebrate everything the team has accomplished! You can even include a funny awards ceremony!

**GOAL: 3****THANK YOUR SUPPORTERS**

Make sure your team takes the time to acknowledge your supporters. Destination Imagination is a community-based program, and teams couldn't succeed without support from family, friends and community members. Consider doing what many teams do: write thank-you notes or send cards to offer your gratitude.

**Congratulations! You have learned and experienced the creative process from imagination to innovation.**

## References

1. **Page 117:** Cone, J.G. (2005). Real teams. Glassboro, NJ: Destination Imagination, Inc.; Tuckman, B. W., and M. A. C. Jensen. Stages of small-group development revisited. *Group & Organization Management* 2.4 (1977): 419-27. Print.
2. **Page 161:** "ABC Brainstorming Strategy." Messmer, Anne M. ABC brainstorming strategy. Purdue University Calumet, 2009. Web. 17 July 2012, <http://literacy.purduecal.edu/STUDENT/ammessme/ABCBrain.html>
3. **Page 168:** "Morphological Analysis." Generating innovative solutions: Tools and techniques. Global Creativity Corporation, 2007. Web. 17 July 2012, <http://innovationstyles.com/isinc/content/toolstechniques0.aspx>
4. **Page 179:** "TEACHERS." KWL Chart. Scholastic Inc., n.d. Web. 17 July 2012, <http://www.scholastic.com/teachers/lesson-plan/kwl-chart>
5. **Page 195:** "Paired Comparison Analysis." - Decision-making skills training from Mindtools.com. Mind Tools Ltd., 1996. Web. 17 July 2012, [http://www.mindtools.com/pages/article/newTED\\_02.htm](http://www.mindtools.com/pages/article/newTED_02.htm)

## Additional Resources

The DI program is an "inquiry-guided learning" program that uses learning theory as its foundation.

Below are some readings that support Inquiry-Guided Learning, Imagination, and Social Cognitive Theory:

1. Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, 50(2), 248 – 287.
2. Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
3. Caine, R. N., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd ed.). San Francisco, CA: Jossey-Bass.
5. Prince, M., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of College Science Teaching*, 36(5), 14-20.
6. Vygotsky, L. S. (2004). Imagination and creativity in childhood. *Journal of Russian and east European psychology*, 42(1), 7 – 97.
7. Creative Problem Solving - See Center for Creative Learning in Sarasota, Florida, <http://www.creativelearning.com/creative-problem-solving/about-cps.html>
8. Inquiry-guided learning – See MERLOT, <http://pedagogy.merlot.org/Inquiry-GuidedLearning.html>